



**πEast Oakland Leadership Academy**  
***"Educating Children Today to become Leaders of Tomorrow"***  
***2614 Seminary Avenue, Oakland, CA 94605***  
***Phone: (510) 562-5238/ Fax: (510) 562-5239***  
***Dr. Laura Armstrong, Director***



November 8<sup>th</sup>, 2017

To the Oakland Unified School District Board of Education:

We, the governing board of East Oakland Leadership Academy hereby authorizes the submission of East Oakland Leadership Academy charter renewal request to the District Board of Education.

If we can be of further assistance please contact Johnnie Riley @ 510-562-5238.

Sincerely,

Johnnie Riley, EOLA Board Chair

## Statement of Assurances

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for East Oakland Leadership Academy (EOLA) to be located currently at 2614 Seminary Ave (applying for PROP 39 facility) true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2015 reauthorization of the Elementary and Secondary Act (also known as "Every Student Succeeds Act (ESSA)").
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that "[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information."

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data to the OUSD Office of Charter Schools by the required deadline.

20. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.
33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.
34. Will annually adopt a School Accountability Report Card. (Education Code section 47612; California Constitution, Article XVI, Section 8.5).
35. Will promptly respond to all reasonable requests for information from the District, Alameda County Office of Education, or the State Superintendent of Public Instruction. (Education Code section 47604.3)



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## Introduction

“Educating Students Today To Become Leaders of Tomorrow”

East Oakland Leadership Academy, a K-8 public charter school, was founded in 2003 and was designed to produce the academic advancement of minority youth from East Oakland, California. The original founders of East Oakland Leadership Academy were comprised of teachers, parents, and community members of East Oakland. The founders shared a vision of providing quality education for students in a small, safe, and nurturing environment.

East Oakland Leadership Academy’s mission is to provide structure and student achievement to underserved urban students by:

- Improving the academic achievement of all students
- Closing the achievement gap
- Fostering student leadership
- Supporting effective educators
- Providing a structured learning environment

The 2017-2018 school year will mark East Oakland Leadership Academy’s 15<sup>th</sup> year of continuing our mission to educate students to become leaders of tomorrow by meeting their academic, social, physical, and emotional needs. We have set high expectations and provided our students with rigorous and challenging curriculum. This proves to be true, with our recorded CASSP scores for 2016 -2017 school year indicating seventy-one percent (71%) of returning students scored at Level 3 or 4 in ELA and sixty-seven percent (67%) of returning students scored at Level 3 or 4 in Math. Our community involvement has played a positive role on our students as well. For example, with our partnership with Frohm’s Martial Arts as a part of our free after-school program, as well as our physical education plan, our students benefit in learning components such as perseverance and self-control, which align with our school’s vision.

In accordance with the California Charter School Act of 1992, as amended (the “Charter Schools Act”), East Oakland Leadership Academy hereby petitions the Oakland Unified School District to grant this renewal for grades K-8 charter for five years from July 1<sup>st</sup>, 2018- June 30<sup>th</sup>, 2023.

## CULTURE

East Oakland Leadership Academy’s motto is “All Children Can Learn” because failure is not an option. The East Oakland Leadership Academy community shares the vision of providing quality education for children in a small, safe, and nurturing environment. Our educational program is inclusive and student-centered, allowing students to:

- Develop academic excellence and high standards of personal and social behavior.
- Develop the skills to become lifelong learners who are independent and critical thinkers.
- 1. Become active participants in a democratic society as contributing citizens within the school, local, and global communities.
- Strengthen their sense of personal agency and grit through the practice of setting goals, planning, and taking responsibility over their learning and educational environments.
  1. Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem

East Oakland Leadership Academy opened its doors to the youth of East Oakland in 2003. EOLA has grown from one 6<sup>th</sup> grade class to currently serving students in grades K-8. East Oakland Leadership Academy is a small school serving students in the severely economically depressed East Oakland area. The majority of students at EOLA would otherwise attend Parker, Markum or Charles Howard elementary schools and Frick or Elmhurst Community Prep. Currently Ninety-six percent (96%) of our students qualify for free or reduced lunch; 34% are Hispanic or Latino; 43 % are African American and 4% are Asian. Ten percent (10%) of our students have disabilities and 27% are English Learners. East Oakland Leadership Academy maintains incredibly high success rates, despite the disadvantaged position our students are in. The success of EOLA is marked by improvement in student achievement; school-wide and for numerically-significant subgroups, enrollment growth and high attendance rates.

proactive parent involvement, and the creation of a safe, clean, welcoming school environment in an area rife with crime and violence on the streets and in the schools. Highlights of this success include:

California Assessments of Student Performance and Progress (CAASPP)



California Assessments of Student Performance and Progress (CAASPP)



1. The suspension rate declined significantly for ELs, African Americans, Hispanics, and Socioeconomically Disadvantaged students.
2. At least 50% of African American and Hispanic students performed at Nearly Met or Above Standards in ELA and Math.
3. The state indicator for academic performance of all students indicates that EL Progress was at 97% and the change was a significant increase of 27.5%.
4. Hispanics performed better than any other subgroup.
5. MPO Goals were met including:
  - a. 76% of Hispanics students demonstrated at least 1 year growth on SRI
  - b. 80% of African Americans demonstrated at least 1 year growth on SRI
  - c. 76% of ELs students demonstrated at least 1 year growth on SRI
  - d. 70% of Low Income students demonstrated 1 year growth on SRI.
  - e. 85% of ELs demonstrated at least 1 year growth on CELDT
  - f. 71% of Returning Students scored at Level 3 or 4 on the ELA portion of SBAC
  - g. 67% of Returning Students Scored at Level 3 or 4 on the Math portion of SBAC

The attendance rate at a school is an indicator of how engaged the students are in the educational program, and how motivated the parents are to ensure their children arrive at school on a consistent basis. Student attendance rate at EOLA has been consistently high at 95% and above for the past five years. The attendance rate in the afterschool program has also been high reaching over 85 % .

Another key marker of success is our teacher engagement at school, with students and community. It is common practice for teachers to arrive early and remain at school an hour or more after their official day ends. Our teachers are passionate about education and willingly continue to work with students in the free after-school program that ends at 6:00 PM. Over 80 percent of teachers are involved in the after school program

East Oakland Leadership Academy actively seeks parent input through a variety of channels including direct parent contact and outreach, and parent representative on the Board. Additionally, Parents actively participate the EOLA Parent Organization (EPO). Collaboration with the E.P.O contributes to our success in providing an equitable and quality educational experience for the youth of East Oakland. Parents complete a satisfaction survey yearly.

Student and Parent Satisfaction Survey 2016-2017

<b>Survey Questions</b>	<b>Students</b>	<b>Parents</b>
Positively Rate School Safety	88%	76%
Positively Rate Academic Instruction	85%	80%
Positively Rate their voice in School Decision	89%	71%

The Charter Schools Act states:

*It is the intent of the Legislature ... to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*



*(a) Improve pupil learning.*

*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*

*(c) Encourage the use of different and innovative teaching methods.*

*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*

*(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*

*(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*

*(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

## **Element 1**

*DRL: "In accordance with SB 1290, EOLA pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.*

*EOLA acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)*

*EOLA's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows: "*

*DRL: "If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students."*

*Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.*

## **ELEMENT 1: EDUCATIONAL PROGRAM AND PHILOSOPHY**

*Governing Law: California Education Code 47605(b) (5) (A) (i)*

### **Mission Statement**

Our mission is to establish a child-centered learning environment that develops academic excellence, technological literacy, appreciation and understanding of the Arts, and proficiency in English.

Our students will develop self-respect, leadership qualities, recognition of the importance of service to their community, and a lifelong love of learning.

Our school will include small classes, community and parent involvement, and a clean, safe learning environment that respects and addresses the cultural needs of our students and staff.

Our mission will be accomplished by developing curriculum-based assessment models and student portfolios to guide instruction and measure student achievement along with standardized testing.

East Oakland Leadership Academy will accommodate diverse learning styles and provide enrichment educational opportunities to promote the academic success and socio-emotional development of our students.

### **Educational Philosophy**

East Oakland Leadership Academy School's (EOLA's) goal is to provide strong academic skills in Language Arts & Literature and Mathematics to minority and socio-economically disadvantaged students. EOLA will serve inner city students in grade levels kindergarten to eighth. We believe that student engagement is a critical factor of academic success; therefore we focus on achieving a high student attendance rate. The curriculum is designed to enhance the academic skills of all students with a focus on marginalized student populations and socio-economically disadvantaged students. Utilizing small, structured classrooms will provide the discipline and individualized support necessary for student success. EOLA will also provide instruction that develops academic and social skills with a focus in, but are not limited to, reading, writing, math, science, and social science to ensure students have the ability to actively participate in a capitalistic society. Achieving these goals will be a collaborative effort between students, school, family, and community members.

The East Oakland Leadership Academy educational program will be based on the following elements of success:

- A vision, mission, and operational business plan that focuses on student learning
- Academically rigorous curricula and pedagogy that will create a body of knowledge and skills essential for economic, civic, technological, traditional, and personal advancement in the multicultural and increasingly globalized society
- Effective and engaging instruction with a commitment to utilizing various teaching approaches to meet the needs of differing learning styles
- An environment that will support and encourage collaboration amongst teachers through shared decision making and lesson plan development
- Professional development that places skills in a context consistent with the overall school mission
- Small school size, which contributes to a culture of trust and communication

- Parent and community involvement that supports school programs and encourages community engagement
- Implementing regular and varied assessments that measure progress and allow for continuous internal evaluation to ensure the success of both students and staff performances
- Clear and accessible communication processes for community members detailing student and school performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial
- A cooperative environment in which students feel respected, valued, safe, and supported
- Encouragement for families and the larger community to become educational partners of charter schools

### Population Served by East Oakland Leadership Academy

East Oakland Leadership Academy (EOLA) will welcome, as space and resources are available, students currently served by the Oakland Unified School District in Grades K-8. As AB544 states as a Charter School all students throughout California are welcomed according to space availability. In year one, the Academy served grade 6 and increased enrollment in the following years according to the original charter statement, currently serving grades K-8. EOLA currently serves a student population of Ninety-six percent (96%) that qualify for free or reduced lunch; thirty-four percent (34%) who are Hispanic or Latino; forty-three percent (43 %) who are African American, four percent (4%) who are Asian; ten percent (10%) who have disabilities and twenty-seven percent (27%) who are English Learners.

Our projected enrollment over the next five years:

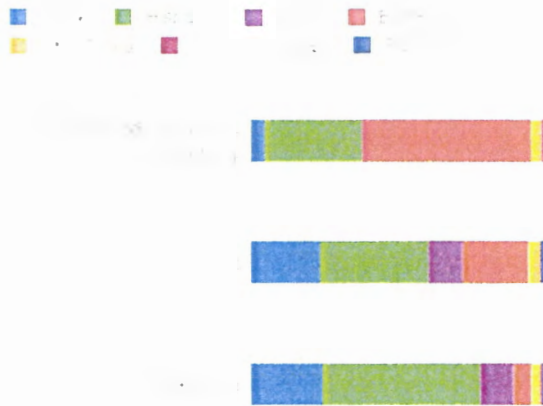
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>K</b>	20	20	20	20	20
<b>1</b>	15	20	20	20	20
<b>2</b>	14	15	20	20	20
<b>3</b>	14	14	15	20	20
<b>4</b>	15	14	14	15	20
<b>5</b>	15	15	14	14	15
<b>6</b>	15	15	15	14	14
<b>7</b>	15	15	15	15	14
<b>8</b>	17	15	15	15	15

East Oakland Leadership Academy seeks to educate low income, minority students from East Oakland, CA. East Oakland Leadership Academy's highest priority is improving the academic achievement of this traditionally underserved student population and closing the achievement gap. EOLA's educational program is based on the educational needs of the following student profile:

- Students who are underachieving in core academic subjects
- Students whose academic needs call for a small school environment with personalized attention
- Students whose academic needs are not being met in a traditional large school environment
- Students who benefit from a structured learning environment.

The student population that EOLA will serve are residents primarily in East Oakland and attendants of East Oakland Leadership Academy (K-8) and other community public schools in the East Oakland area. Many of the students coming from the neighboring schools have performed below grade level on the SBAC achievement test, receive free or reduced lunch, and live at or below poverty level.

## Ethnic Distribution



Mostly African-American Students

EOLA will help these students increase their academic performance by providing curriculum aligned with district and state standards, before and after school math/reading small group tutoring, to specifically address the needs of students that perform below grade level. Test results and grades from the previous school year will be used as indicators of past performance until teacher observations and other assessments will be utilized to develop Individual Learning Plans (ILP) for all students with special needs. This includes traditionally underserved students of color, low-income students, English Learners, and students with Special Education needs. We passionately believe that all students can excel academically despite the daunting challenges many face. Our program identifies and builds on the strengths of our students, their parents, and their local communities, rather than any perceived deficits. EOLA is dedicated to providing high need students in urban communities an educational option that can meet their unique needs and move them towards graduation.

## 21st Century Educated Person

An educated person in the 21st century must be able to solve problems and think innovatively. A solid foundation of knowledge, including: history, language arts, English literature, science, and mathematics is critical. The educated person must be able to apply this knowledge effectively. The ability to obtain, analyze, and utilize information, and technology effectively is essential. Self-motivated individuals who understand that the necessity to learn will continue throughout their lifetimes will have the greatest prospects for fulfilling lives in the 21st century. EOLA is committed to provide a positive learning environment and teaching strategies that will meet the learning styles of all students and develop self-motivated, competent, lifelong learners. At EOLA we believe that "All Children Can Learn." We believe that our educational program will provide equitable learning opportunities and will increase academic performance of all students.

We recognize in these times, that young children are going through the most critical development stage in their lives. Their physical, emotional, and intellectual needs are woven together. These are the years when young children are seeking answers to fundamental questions in life and are deciding on values and standards that will largely determine their behavior in the future. It is our plan to meet the educational needs of each student and provide students with the necessary tools to succeed in the 21st Century.

The goal of East Oakland Leadership Academy is to equip urban students with the literacy necessary in the 21st century- the ability to read, write, speak; to calculate with clarity and precision; and to be able to participate passionately and responsibly in the life of the community. East Oakland Leadership Academy will enable students to become literate, self-motivated, and lifelong learners. This will be achieved by providing a multi-cultural, student-



centered environment in which all students will be held to high academic and behavioral standards. East Oakland Leadership Academy will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.

Diversity will be enhanced in each classroom and school wide by acknowledging the cultures represented through instruction and community activities. The EOLA team will seek grants to support a cultural and social development program for students and the community at large that will include music, dance, arts, crafts, rites of passage based on a student/parent/community needs assessment. In addition to this program, cultural diversity and awareness will be integrated into the curriculum by acknowledging various holidays and celebrations throughout the year. Community activities/exhibitions exemplifying cultural diversity will be held throughout the school year also.

Lifelong learning begins when a student experiences a positive learning environment. EOLA will provide a positive learning environment by employing qualified teachers who are committed to meeting the needs of all students. All staff members will demonstrate support of the vision that "All Children Can Learn" by implementing teaching strategies that address the learning styles of all children and thereby equipping students with the skills that will enable them to experience success and a positive learning experience. EOLA will create positive learning experiences by assessing the current achievement level of each student, developing an ILP, allowing students to work in cooperative groups, independently, and have one on one learning opportunities. Students that require additional learning opportunities will attend tutoring sessions.

### **How Learning Best Occurs: Small School Design**

The students we seek to serve learn best in a small school setting. Although a small school cannot in itself guarantee high academic achievement, research demonstrates that reduced size facilitates the activities that lead to greater learning. Much of the improvement occurs because the adults and especially the teachers know each student at a deeper level. Studies have shown, for example, that students in smaller high schools have higher attendance rates and fewer incidents of violence and discipline problems. (The Case for Smaller High Schools, Tom Van Ark, Education Leadership, February 2002). Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. EOLA will provide a structured daily program, support, extended school day and year, and state aligned textbooks to maximize a small school environment. As discussed in more detail below, our vision of effective small school design is based on our pillars of effective school design:

The East Oakland Leadership Academy charter school will provide an education program that allows each student to:

1. Develop academic excellence and high standards of personal and social behavior;
  2. Learn to learn - learn how to think critically, become independent thinkers, and see learning as a life-long process;
  3. Become knowledgeable about their own culture and history as well as other cultures and history in their urban environment;
  4. Become active participants in a democratic society as contributing citizens within the school, local, and global communities;
  5. Become more responsible for and have more control over their own learning by setting goals, planning, and managing their educational environment,
  6. Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem;
  7. Work in an environment that promotes learning; and
  8. Utilize technologically advanced software to supplement the core curriculum and promote the practice of higher-level thinking skills.
- **High Expectations:** All students are also expected to meet grade level standards, maintain high attendance, and adhere to high standards of student behavior.
  - **Significant Support:** The small school environment along with tutoring, summer school, small class sizes, teacher assistants, Acellus and homework club will help promote academic success for EOLA students.



- **Student Leadership:** Students will be exposed to leadership skills-community linkages.
- **Parent and Community Involvement:** Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission. Community partners include but are not limited to: Frohm's Martial Arts, YMCA, Four Seasons, Parks and Recreation, Digital Art and Culinary Academy, The David E. Glover Technology Center, Mommaart, TTO, CalState TEACH, and Urban Bootcamp. Our partners support our mission by providing opportunities to develop leadership and social skills. Parents and community members are invited to exhibitions of student participation in the various programs offered by our partners.
- **Focus on Results:** East Oakland Leadership Academy has a relentless focus on high student performance, measuring results on standardized tests and other reliable indicators. This data will be used to improve teaching and learning. Students, parents, and staff will create and reinforce a culture of achievement.

Using multiple teaching strategies promotes learning for every student. Presenting every student with rigorous curriculum and high expectations for achievement is the foundation for learning. Research demonstrates that building connections to adults, especially with dedicated and motivated teachers, consistently leads to higher student achievement. As a small school, EOLA will facilitate these interactions. Moreover, each teacher will develop an Individualized Learning Plan as a road map for student learning goals. Each plan will be customized and regularly reviewed through parent and administrator/teacher consultations.

## Curriculum and Instructional Design

### Academic Standards

EOLA, as a public charter school, must administer the required standardized tests derived from the California state standards. To foster an environment that supports student success in their academic program, while still meeting or exceed the common core standards, EOLA uses the Common Core standards as the framework for instruction and incorporates the four school-wide objectives of academic advancement, critical thinking, personal responsibility (agency), and a focus on high attendance.

**EOLA ACADEMIC SCHEDULE**

K-5 SCHEDULE	SUBJECT
08:15 – 08:30	Morning Circle (K-8 participate)
08:30 – 10:30	English Language Arts
10:30 – 10:45	Nutritious Break
10:45 – 12:30	Mathematics
12:30 – 01:00	Lunch
01:15 – 02:00	Science/PE
02:00 – 03:00	History/Art
03:00 – 04:00	Tutoring/Homework Club
04:00 – 06:00	After School Program

(K-3 schedule vary slightly to allow for recess)

<b>6-8 SCHEDULE</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
08:30 - 10:30	English Language Arts	English Language Arts	English Language Arts	English Language Arts	08:30-10:30	Career and College Readiness
10:30-10:45	Nutritious Break	Nutritious Break	Nutritious Break	Nutritious Break	10:30-10:45	Break
10:45 - 12:30	Computer Lab/Mathematics (7-8 rotate)	Computer Lab/Mathematics (7-8 rotate)	Mathematics	Mathematics	10:45-12:40	Independent Study and Research
12:30 - 01:00	Lunch	Lunch	Lunch	Lunch	12:40-03:00	Afterschool Program
01:00 - 02:00	Literature Studies	Critical thinking	Literature Studies	Critical Thinking		
02:00 - 03:00	Science/PE	Science/PE	History/Art	History/Art		
03:00 - 04:00	Tutoring/Homework Club	Tutoring/Homework Club	Tutoring/Homework Club	Tutoring/Homework Club		
04:00 - 06:00	After School Program	After School Program	After School Program	After School Program		

*EOLA will have at least 175 days of instruction and For each fiscal year, offer, at a minimum, the following number of minutes of instruction:*

- (A) To pupils in kindergarten, 36,000 minutes.*
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.*
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.*

## **Course Descriptions (See Appendix for Pacing Guides and Curriculum Maps)**

### **ENGLISH LANGUAGE ARTS (ELA) CLASSES**

ELA classes will deliver the Content based on the Common Core Standard for each grade level.

Utilizing multiple teaching strategies will address the various learning needs of each student. Strategies are based on inclusive, multicultural pedagogy, and addresses the needs of ELL and ELD students. These strategies will be implemented to teach mastery of the English Language Arts standards including: word analysis, reading fluency, systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies and applications, written and oral English language conventions, listening and speaking strategies and applications.

Daily Language Acquisition will be practiced to introduce and reinforce correct grammar and punctuation usage at each grade level.

Instructional materials will include a combination of technology-based and printed materials that have been adopted by the SBE. Technology-based materials include, but are not limited to: Acellus- a computer program that allows students to work individually, at their own pace to master ELA concepts. Printed materials included, but are not limited to, literature books from Houghton Mifflin and Holt. Each classroom has a library with grade level reading materials. The Holt Reading Series provides assessments for the beginning, middle and end of year.

## Writing

Students will participate in monthly thematic essay writing that will allow students to engage in practical applications of the writing process and utilization of graphic organizers to help students organize and extend their writing. These themes will also allow students to practice different styles of writing such as expository, narrative, informative, persuasive, and poetry. The Writing Process will be implemented and integrated in reading, social science, math and science curriculums.

## Reading

Research indicates that the best way to become a fluent reader is to read and be read to frequently. The reading program at EOLA will be both instructional and motivational.

We believe that:

- Literacy belongs to all students; adequate support and exposure to a diverse range of literature and authors will promote a rigors and encouraging culture of reading.
- Immersion in a print-rich environment that includes a variety of text forms supports children's literacy learning.
- Reading and writing are best simultaneously, not sequentially. The learning of one enhances the learning of the other.
- Children acquire language skills, including literacy skills, in their own ways and at their own pace. The range for normal development is wider than most schools reading programs can comfortably accommodate.
- Children learn best when content is relevant, interesting and meaningful; content should motivate students personal sense of purpose for learning.
- The underlying goal of all literacy learning is to create an independent readers and writers. The earlier the student is in charge of his or her literacy learning, the more proficient of a reader they become.

The classroom environment will be literacy enriched and organized to support students in becoming independent readers and writers by including:

- Words walls that include, but are not limited to, content specific academic language, and high frequency words (sight words)
- Classroom libraries that include a diverse, grade appropriate, and wide range of materials for students
- Extended reading instructional period
- Cooperative groups
- Guided read alouds and shared reading practices
- Students reading fiction and nonfiction literature in the forms of, but not limited to: academic articles, short stories and chapter books. Grades 2-8 reading 10 chapter books over the course of the school year.

Each student will be taught the skills required for them to become agents in their own learning; students will be challenged to set individual learning goals, and to put forth their best effort.

When children experience the pleasures and intrinsic rewards of thoughtful reading they will learn to value reading for its own sake. Reading instruction that focuses on enjoying stories, building comprehension, and creative thinking will motivate students to become lifelong readers who approach ideas with curiosity and confidence. This type of motivation will be addressed at EOLA by:

- Frequent teacher read alouds exposing students to a dynamic range of literature
- Utilizing literature that is culturally relevant to students.
- Concrete activities designed to engage students in discussions about compelling issues raised in the text and/or relate the text to other subjects being taught in the curriculum.
- Informal assessments, in addition to formal ones, that allow each student to be optimally challenged and to achieve success as defined by his or her own abilities.
- Activities that allow student choice and peer interaction

- Activities will increase the student's understanding and/or connection to their own lives, their classmates, and people in variety of communities beyond their own

## **MATH CLASSES**

Math classes will deliver the Content based on the Common Core Standards for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. Strategies are based on inclusive, multicultural pedagogy, and addresses the needs of ELL and ELD students. These strategies will be implemented to teach mastery of Mathematics according to grade level standards. The math curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

Math will be practiced daily to introduce and reinforce math concepts at each grade level. In alignment with the Common Core Standards, content will also emphasize understanding of mathematical material and develop skills necessary for accurately explaining one's mathematical thinking.

Instructional materials will include a combination of technology-based and printed materials that have been adopted by the SBE. Technology-based materials include, but are not limited to: Acellus- a computer program that allows students to work individually, at their own pace to master math concepts. Printed materials included, but are not limited to, literature books from Houghton Mifflin and Glencoe.

Algebraic thinking will be implemented at each grade level. This will help students master key algebraic skills and understand mathematical concepts through investigative study and simulating problem solving. Students will be encouraged to work cooperatively to explore patterns by incorporating instruction with motivational real-life tasks and use a model to learn an algebraic pattern.

Curriculum will develop the student's mathematical proficiency by:

- Teaching problem solving techniques and strategies,
- Using other subjects taught to support learning and recognizing algebraic connections.
- Activities that analyze givens, constraints, relationships, and goals
- Activities that practice using materials pertinent to mathematics. This includes, but is not limited to, computer coding programs, graphing calculators, rulers, and operations charts.
- Teaching quantitative reasoning skills and generalizations.
- Activities centered around constructing mathematical arguments using concrete examples based in proven mathematical theory. .
- Incorporating the use of technological tools; this will allow students to understand concepts at a deeper level and gain experience applicable to living in the 21st century.

This strategy will motivate students to sharpen their thinking skills and at the same time prepare them for taking standardized math tests.

## **SCIENCE/HEALTH CLASSES**

Science Health classes will deliver the Content based on the Common Core Standards (NGSS) for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. These strategies will be implemented to teach mastery of Science/Health according to grade level standards. The Science/Health curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

The goal of scientific literacy is to transmit fundamental biological, physical, and earth science concepts to all students while imbuing positive attitudes about science. This approach enables students to use the basic concepts for continual learning and application. Components of scientific literacy includes: developing positive attitudes

about science and taking an active interest in natural phenomena; learning fundamental concepts of science and how the application of these concepts affect our daily lives; learning techniques that comprise the scientific method to validate knowledge and to develop thinking skills for lifelong learning; and using attitudes and knowledge about science to live as an informed citizen in a scientifically developed nation. Science is a way of solving problems and increasing human knowledge that is the most dynamic aspect of living in the 21<sup>st</sup> century. The processes of scientific inquiry will inspire both the creative and controlled responses to posing, investigating, and solving problems. Science enhances student's opportunities to explore, discover, and experience the interdependencies of other academic disciplines. It has been said that mathematics is the language of science. Science provides a great opportunity for students to apply concepts and skills learned in mathematics to science in the classroom.

Science is also a medium through which students can investigate, observe, predict, define, compare, group, discover, foster thinking skills, find solutions, relate, sort, and classify information. Children are naturally curious and have a sense of wonder. Teachers will assist, direct, and inquire to develop these attributes in the area of science. They will engage the senses of seeing, hearing, tasting, touching, and smelling through discovery learning. The curriculum will be delivered in a concrete and tangible way so that students can make connections and explore the "how and why". Students will be able to observe, compare, predict and test results, question results, measure, record, and arrange their findings. Students will also gain knowledge of the physical world, incorporate active learning and develop a scientific attitude and a questioning mind.

Science is a world of possibilities. Science fiction motivates students to ask questions and pique their interest. It is also an interdisciplinary connection to language arts. Students will have an opportunity to improve their reading and writing skills while celebrating science through science fiction.

At each grade level, concepts and objectives will be introduced through hands on activities and discussions. Teachers will use the strategies of multiple intelligences which will enable each student to have the opportunity to demonstrate their level of understanding.

Teachers will use visuals, individual and group activities that make real-life connections. Investigating the physical attributes of objects, how they function, and what can be done with them, aligns with the piagetian approach that encourages active exploration of objects through manipulatives and transformations. Students will identify problems, observe discrepancies, draw inferences, generate hypotheses, interpret results and draw conclusions.

We are currently using the Glencoe science curriculum and finding that it provides health, math, social studies and nonfiction integration at all grade levels. Investigations, explorations and demonstrations will motivate students to learn more about science.

The Science / Health program will enable students to learn through exploration and hands on experiences and will include life, earth, physical science and HIV/AIDS awareness. We are currently working with Frohm's Martial Arts to provide our physical education program.

## **HISTORY/SOCIAL SCIENCE CLASSES**

History/Social Science classes will deliver the Content based on the Common Core Standards for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. These strategies will be implemented to teach mastery of History/Social Science according to grade level standards. The History/Social Science curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

It is very important today that children gain a sense of social responsibility and an understanding of the importance of history and how it has impacted and led to the advanced society that we live in today.

Our goals will include enabling students to see the connection between the ideas and behaviors, between the values and ideals that people held and the ethical consequences of those beliefs. Students will learn about the cultures, societies, and economic systems that prevailed in other parts of the world. Students will be able to recognize the political and cultural barriers that divided people as well as the common human qualities that united them.



We will teach tolerance. The history of community, state, nation, and world will reflect the experiences of individuals of different racial, religious, and ethnic groups. We want our students to understand the value, importance, and fragility of our democratic institutions. This will be done in an effort to develop a keen sense of ethics and citizenship, and to care deeply about the quality of life in their community, nation, and world.

The social science standards will be integrated with culturally focused thematic units. Art is a vital part of that integration. Thematic units will allow students to use a variety of supplemental materials and technology to enhance comprehension.

Students will be given opportunities to observe, participate, and reflect upon the responsibilities of citizens in a free society. Activities in the school and within the community will enlarge the classroom learning environment and help students develop a commitment to public service.

## **Leadership Skills**

EOLA provides an environment that uplifts and reinforces the fact that every student has the ability to lead in one or more aspects of their lives. The approach is multifaceted and aligns with the Common Core Career and College readiness standards; leadership skills are taught and practiced in the classroom, with the whole school, during the after school programs the school has developed and offered free of charge to parents and guardians and in our community.

In the classroom leadership skills are developed and refined through:

- Designated student jobs that rotate weekly/bimonthly/monthly
- Student led analysis discussions in, but not limited to, literature, math, and social science
- Implementing a range of group activities allowing for different students to take the leadership roles

As a whole school leadership skills are developed and refined by:

- Creating numerous intentional and meaningful opportunities to lead the morning circle which happens daily with the entire school.
- Having a system in place for students to share excellent and original work, artistic ability, and expertise of a particular topic to the entire school
- Providing opportunity for students to act as representatives of EOLA outside of school at events including, but not limited to, ceremonies EOLA is invited to, school fairs, and public hearings

In the afterschool program leadership skills are refined and reinforced in each program: Musical Theater, Art, Karate, and Math club/tutoring by:

- Creating a system that allow students to be responsible for checking-out technology and text to students, or be responsible for helping administer snacks during homework club
- Allowing students to practice performing in front of audiences in Musical Theater
- Designating Leadership roles or jobs to organize and monitor supplies for Art
- Karate emphasizes leadership through teaching courtesy, integrity, perseverance self-control and having an indomitable spirit as a way of life.

EOLA also provides experiences for students to be leaders in our community through:

- organized community clean-up days a
- participation in KABOOM projects- rebuilding local parks
- "YOU MATTER" campaign

EOLA provides professional development opportunities both on and off site including:

1. one week intensive before school: academic language; implementation of common core strategies; addressing needs of diverse learners
2. blended learning strategies
3. classroom management strategies
4. common core lesson planning
5. curriculum updates (SBAC, ELPAC, NGSS etc)
6. teaching reading and literature
7. grading and pacing guides

## **Creative Expression**

Art, music, and dance will be an integral part of the curriculum at EOLA. When students are involved in these programs, it helps develop positive self-esteem and they acquire a sincere desire to achieve more in academic areas. This is due to positive experiences of success that is transferred to a renewed sense of being able to be successful in other areas. Children try harder when they experience success.

Art and Technological Literacy are integral parts of preparing the 21<sup>st</sup> century learner. Student will require basic computer skills by 8<sup>th</sup> grade. Basic computing skills will be taught appropriately at grade levels in preparation for college and career. Students will have access to computers during class time and in the after school program. Several of our partners, DACA and the David Glover technology Center provide students opportunity to expand computer skills including coding, digital arts and VR.

All activities such as field trips, assemblies, exhibitions, and cultural events will be associated with the curriculum.

## **Plan for Students Who Are Academically Low Achieving**

EOLA intends for all students to reach high levels of achievement. The philosophy will be to deliver rigorous curriculum and provide the necessary support for them to achieve. The design of EOLA will facilitate the learning of students who are academically low achieving. The small school atmosphere will increase the personalized attention available. When combined with the curriculum and culture of high expectations, student performance will improve significantly.

For students who arrive at EOLA significantly below grade level in either reading or mathematics or who require additional time to master the curriculum, EOLA teachers will create an individualized learning plan as needed to allow more instructional support in the area(s) of need. Parents will be notified and encouraged to be a part of the intervention process. Ongoing evaluation will ensure successful progress of the student. Additional instructional support may include: tutoring, pull-out, one-on-one, and teacher assistants. In addition, Acellus is an effective resource for students of all academic levels. Acellus has the tools to scaffold lessons, as well as repeat specific concepts that a student is having a difficult time grasping. Acellus is a great supplemental tool for academically low achieving students.

## **Plan for High Achieving Students**

For students performing above grade who requiring more challenging curriculum, EOLA teachers will create an individualized learning plan that will provide learning opportunities according to their needs. Parents will be notified and encouraged to be a part of the process. Acellus is an effective tool for high achieving students. Acellus has a placement assessment that can assist in identifying the need and provide curriculum in all subject areas according to the student's performance level.

## **Plan for English Learners**

EOLA intends to serve English Learners at the school site through full-inclusion classrooms. Under this program, ELL's are enrolled in regular classes and receive supplementary instruction to aid and develop grade-level English language skills. The small class size with increased personalized attention and a student individualized learning plan aligned with their IEP, will aid in bringing English Learners to the expected achievement levels.

Listening, speaking, reading, and writing skills of EL's will be assessed. The home language survey and mandatory CELDT/ELPAC testing as required by law, will help identify the needs of EL's. These tests will be given within the designated time frame annually and each year afterward. When a language other than English is listed on the survey, students will be administered the California English Language Development Test (CELDT). CELDT is designed to evaluate each student's listening, reading, speaking and writing skills in English. Parents will be notified of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

EOLA will comply with federal, state, and district mandates regarding EL education and re-designation of EL students. EOLA will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. EL's will be instructed in English by teachers who are trained to work with English Learners. EOLA EL's will be prepared with the skills in English and mathematics to meet the Content based on the Common Core Standards. ELPAC will be administered as it becomes available. Also, EL's will have access to additional resources through "Discover English" curriculum on Acellus program that is uniquely equipped to meet the specific needs of EL's.

At a minimum these policies and procedures will accomplish the following:

1. Identify students who need assistance including the use of a home language survey and mandatory CELDT as required by law. .
2. Ensure that necessary, appropriately credentialed staff and curricular materials are in place and used properly.
3. Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assessing the success of the program and modifying it where needed.

*Governing Law:* California Education Code 47642.

*Notwithstanding Section 47651, all state and federal funding for Special Education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the Special Education local plan area that includes the charter school.*

All children with disabilities enrolled EOLA shall receive special education and designated instruction and services in a manner that is consistent with their individualized educational programs and is in compliance with the Individuals with Disabilities Education Act and implementing regulations. In such cases, the costs and funding for the special education shall be in compliance with the provisions of California State Education Code Sections 47640 through 47647.

## **Special Education Assurances**

EOLA assures a free and appropriate education is provided to all students with disabilities. These services will be conducted in accordance with the applicable laws that conform to IDEA and Section 504 of the Rehabilitation Act of 1973. An overview of these arrangements includes but is not limited to the following:

- EOLA assures that students with disabilities are identified and that their needs are evaluated and served in compliance with all applicable laws.
- No student will be denied admission to EOLA based on disability.
- The school will implement a Student Study Team process by which to help identify and serve its special education students and to find ways to serve other students who don't qualify for special education.
- Delivery of the services at the site of the school unless the IEP team recommends an alternative solution and/or there is a legitimate educational reason for providing the services elsewhere.
- Any student who is potentially in need of Section 504 services is the responsibility of the school.
- The school will notify OUSD when it enrolls or dis-enrolls special education students.

## **SPECIAL EDUCATION**

### **Students with Special Needs**

EOLA recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the OUSD and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. EOLA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, EOLA will comply with OUSD and SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by EOLA for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). As long as EOLA operates as a school of the OUSD for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of EOLA and the OUSD. The language that follows is not meant to preclude alternative arrangements between the OUSD and EOLA as agreed upon in the MOU.

### **SELPA Affiliation**

EOLA shall initially be deemed, by default, a public school of OUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, EOLA reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for

purposes of special education. In this case, EOLA will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

#### School of the OUSD

So long as EOLA operates as a public school of the OUSD for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and Section 1414, Title 20 of the United States Code, the OUSD will provide an equitable share of special education services and/or funding for students enrolled at EOLA, to the extent required by law and in the manner specified in the MOU.

EOLA agrees to collaborate with the OUSD to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

#### LEA for Special Education

If EOLA makes written verifiable assurances that it will become an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), the EOLA will assume full responsibility for providing special education and related services to eligible EOLA students, in accordance with state and federal law.

EOLA will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. EOLA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

#### **Child Find**

EOLA understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

EOLA will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, EOLA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or EOLA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. EOLA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.



### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, in order to comply with state and federal Child Find requirements, EOLA will follow the applicable OUSD policies and procedures to identify students who may have a disability that qualifies them to receive special education services. EOLA will collaborate with the OUSD to ensure timely transfer of Individualized Education Program (IEP) records and will utilize OUSD policies, procedures, and forms to appropriately identify and refer students for special education.

### LEA for Special Education

If EOLA becomes an independent LEA for special education purposes, EOLA shall be solely responsible for compliance with state and federal Child Find requirements. EOLA shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

### **Referral for Assessment**

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. EOLA's internal method for referral for assessment will be th Student Success Team (SST)). Parents/guardians will be informed that special education and related services are provided at no cost to them.

### School of the OUSD

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, EOLA shall assist parent/guardian to submit a request in writing. So long as EOLA operates as a school of the OUSD for special education purposes, and unless otherwise agreed to in the MOU, EOLA will notify the OUSD within 2 days of any such referrals and will work collaboratively with the OUSD to respond to the request in writing within 15 days.

If EOLA, in collaboration with OUSD, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

### LEA for Special Education

If EOLA operates as an independent LEA for special education purposes, then, in the event that EOLA receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. EOLA shall respond to a written request for assessment within 15 days.

If EOLA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written

consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

## **Assessment**

### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, OUSD will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by OUSD. EOLA will work collaboratively with the OUSD to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and EOLA will work with the OUSD to provide an interpreter, if needed. The STAFF MEMBER will be responsible for gathering all pertinent information and sharing such information with OUSD, as needed.

### LEA for Special Education

If EOLA operates an LEA for special education, EOLA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by EOLA. A designated staff member will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

1. Individual testing;
2. Teacher observations;
3. Interviews;
4. Review of school records, reports, and work samples; and
5. Parent input.

EOLA will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

6. Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
7. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
8. The student must be evaluated in all areas related to his/her suspected disability;
9. Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually

- administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
10. Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
  11. Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
  12. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
  13. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
  14. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. EOLA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### **Development and Implementation of IEP**

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

#### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, EOLA will work with OUSD to develop IEPs and to provide modifications, accommodations and services pursuant to each student's IEP. The school will seek to include all students with disabilities in the Least Restrictive Environment (LRE) with non-disabled peers to the maximum extent appropriate. However, if a student's IEP team determines that the student requires placement outside of a general education classroom, the school will work with OUSD, to provide the necessary placement and/or services.

EOLA views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school, in collaboration with OUSD, will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by EOLA, in cooperation with the OUSD as agreed upon in the MOU.

## LEA for Special Education

If EOLA operates an LEA for special education, EOLA shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. EOLA will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

15. The parent or guardian of the student for whom the IEP was developed;
16. The Student, if appropriate
17. The Principal;
18. At least one special education teacher;
19. A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
20. A SELPA Special Education Representative, if appropriate;
21. If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
22. Others familiar with the student may be invited as needed.

EOLA will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by EOLA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

23. A statement of the student's present levels of academic achievement and functional performance;
24. The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
25. The services the student will receive and the means for delivering those services;
26. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;

27. Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
28. A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
29. Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
30. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
31. The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

32. Yearly to review the student's progress and make any necessary changes;
33. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
34. After the student has received a formal assessment or reassessment;
35. When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
36. When an Individual Transition Plan (ITP) is required at the appropriate age;
37. When EOLA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### **IEP Review**

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, and unless otherwise agreed to in the MOU, OUSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with OUSD policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to EOLA. The school will work with the OUSD to respond to the request.

Unless otherwise specified on the student's IEP, parents guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with the OUSD's policies and procedures and using the OUSD's forms.

#### LEA for Special Education

If EOLA operates as an LEA for special education, EOLA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three (3) times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, EOLA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

#### **Special Education Strategies for Instruction and Services**

##### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, EOLA shall collaborate with the OUSD to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU. Our mission is to mainstream students in regular education classrooms whenever appropriate according to individual IEPs. EOLA reserves the right to contract with agencies and vendors outside of the OUSD, when appropriate, to secure special education services, including administrative support services. As a part of EOLA's professional development teachers are provided strategies to implement inclusive and equitable curriculum.

##### LEA for Special Education

If EOLA operates as an independent LEA for special education purposes, EOLA will offer a comprehensive inclusion program that includes co-teaching and specialized individual tutoring. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, EOLA will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.



## **Interim and Initial Placements of New EOLA Students**

EOLA shall comply with Education Code Section 56325 with regard to students transferring into the EOLA within the academic school year.

### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, if a student enrolls at EOLA with an existing IEP, EOLA will notify the OUSD, in accordance with any applicable OUSD policies. An IEP meeting will be convened within 30 days of enrollment to review the existing IEP, discuss the students' present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, EOLA shall work with the OUSD to implement the existing IEP at EOLA and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

### LEA for Special Education

If EOLA operates as an independent LEA for special education purposes, EOLA shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the EOLA from another school within the same SELPA, EOLA, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and EOLA agree to develop and implement a new IEP.

For students transferring to the EOLA from another school within a different SELPA, EOLA, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time EOLA shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to EOLA from a school outside of California, EOLA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until EOLA conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by EOLA, and develops a new IEP, if appropriate, in accordance with federal and state law.

## **Staffing**

### School of the OUSD

So long as EOLA operates as a school of the OUSD for purposes of special education, OUSD will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. EOLA is committed to cooperating with the OUSD to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between the EOLA and the OUSD.

## LEA for Special Education

If EOLA becomes its own LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. EOLA will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. EOLA shall ensure that all special education staff hired or contracted by EOLA is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It is the goal of EOLA to employ at least one full time teacher with a valid Special Education Credential. This teacher, along with the principal of EOLA, will be the primary EOLA representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented.)

In year 3, pending budgetary availability, EOLA plans to employ a Special Education Coordinator that will have the following duties:

38. Ensure that all aspects of the IEP are followed;
39. Arrange for the teacher of the student to attend the team meetings;
40. Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
41. Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
42. Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
43. Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
44. Provide a report of student progress on the same schedule as students in general education)

All teaching staff at EOLA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

### **Professional Development for EOLA Staff**

EOLA administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the OUSD and/or SELPA.

### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, OUSD agrees to allow EOLA staff access to all special education related professional development opportunities that are available to other employees of the OUSD.

## LEA for Special Education

If EOLA operates as an independent LEA for special education, EOLA shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

### **Reporting**

EOLA, in collaboration with OUSD or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

45. A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
46. The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
47. The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
48. The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
49. The basis of exit from EOLA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the designated staff member. The designated staff member will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The designated staff member will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### **Procedural Safeguards**

Parents or guardians of students with IEP's at EOLA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. EOLA will utilize the Notice of Procedural Safeguards used by the OUSD or SELPA in which it is a member.

So long as EOLA operates as a school of the OUSD for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. EOLA work with the OUSD to arrange a meeting between the parents/guardians, the school, and OUSD staff to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

#### LEA for Special Education

If EOLA operates as an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. EOLA work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### **Dispute Resolution**

#### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, the OUSD and EOLA shall work together to defend the case.

In the event that the OUSD determines that legal representation is needed, the EOLA agrees that it shall be jointly represented by legal counsel of the OUSD's choosing. OUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in EOLA if the OUSD determines such action is legally necessary or advisable. EOLA agrees to cooperate fully with the OUSD in such a proceeding. EOLA understands that the OUSD shall have sole discretion to settle any matter in mediation or due process. The OUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any EOLA student.

#### LEA for Special Education

If EOLA operates as an LEA for special education purposes, EOLA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of EOLA's alleged failure to provide FAPE to students enrolled in the EOLA. EOLA may also initiate a due process hearing or request for mediation with respect to a student enrolled in EOLA if it determines such action is legally necessary or advisable.

### **Complaint Procedures**

Parents or guardians also have the right to file a complaint with OUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

## **Section 504 of the Rehabilitation Act**

EOLA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of EOLA. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

EOLA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the EOLA shall be accessible for all students with disabilities in accordance with the ADA.

EOLA will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

50. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
51. Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
52. Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are



needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The designated staff member will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.



## Element 2

*DRL: "In accordance with SB 1290, EOLA pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.*

*EOLA's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:" (see Appendix)*

*DRL: "[By July 1, 2015, and annually thereafter]: EOLA shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):*

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual."*

*DRL: "Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:*

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter."*

**LCAP AND MPO ALIGNMENT WITH STATE PRIORITIES**

State Priorities	Basic Services	Implementation of Common Core	State Standards	Parental Involvement	Student Engagement	School Climate	Course Access	Student Performance
<p><b>LCAP Goal 1:</b> 65% of returning students will demonstrate proficiency in ELA by increasing on SRI and SBAC</p>	<ul style="list-style-type: none"> <li>* 100% fully credentialed teachers</li> </ul>	<ul style="list-style-type: none"> <li>* Weekly approved lesson plans that adhere to common core standards for every teacher</li> <li>* Multiple professional development opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>* Weekly approved lesson plans that adhere to standards for every teacher</li> <li>* Multiple professional development opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>* A functioning EPO (a parent teacher alliance) meet and plan events throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>* An attendance of at least 95% will be met by EOLA annually</li> </ul>	<ul style="list-style-type: none"> <li>* An attendance of at least 95% will be met by EOLA annually</li> </ul>	<ul style="list-style-type: none"> <li>* 100% of students have access to course materials</li> </ul>	<ul style="list-style-type: none"> <li>* 70% of returning students will demonstrate proficiency in ELA by increasing performance on SBAC</li> <li>* 70% of returning students will demonstrate proficiency in ELA by increasing performances on SRI</li> <li>* SBAC scores show 10% increase</li> <li>* Students demonstrate 1 year growth on the SRI</li> </ul>
<p><b>MPOs alignment with LCAP and State Priorities:</b></p>								

\*By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent .

\*By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent

\*Each year, 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.

\*Each year, for each [statistically significantly student group], 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.

\* Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)

\* Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)

\* Each year, at least 70 percent of students and families positively rate school safety.

\* Each year, at least 70 percent of students and families positively rate school academic instruction.

\* Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

State Priorities	Basic Services	Implementation of Common Core	State Standards	Parental Involvement	Student Engagement	School Climate	Course Access	Student Performance
<p><b>LCAP Goal 2:</b> 70% of returning students will demonstrate proficiency in Math by increasing performances on SRM and SBAC</p>	<p>* 100% fully credentialed teachers</p>	<p>* Weekly approved lesson plans that adhere to common core standards for every teacher</p> <p>* Multiple professional development opportunities for staff</p>	<p>* Weekly approved lesson plans that adhere to standards for every teacher</p> <p>* Multiple professional development opportunities for staff</p>	<p>* A functioning EPO (a parent teacher alliance) meet and plan events throughout the year</p>	<p>* an attendance of at least 95% will be met by EOLA annually</p>	<p>* an attendance of at least 95% will be met by EOLA annually</p>	<p>* 100% of students have access to course materials</p>	<p>* 70% of returning students will demonstrate proficiency in Math by increasing performance on SRM</p> <p>* 70% of students will increase proficiency in Math by increasing their performance on SBAC</p> <p>* SBAC scores show 10% increase</p> <p>* Students demonstrate 1 year growth on the SRI</p>

**MPOs alignment with LCAP and State Priorities**

- \*By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent .
- \*By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent
- \* Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)
- \* Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)
- \* Each year, at least 70 percent of students and families positively rate school safety.
- \* Each year, at least 70 percent of students and families positively rate school academic instruction.
- \* Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

State Priorities	Basic Services	Implementation of Common Core	State Standards	Parental Involvement	Student Engagement	School Climate	Course Access	Student Performance
<p><b>LCAP Goal 3:</b>  <b>EL</b> learners will show early progress on SRI, SRM, CELDT, and SBAC</p>	<ul style="list-style-type: none"> <li>* 100% fully credentialed teachers</li> </ul>	<ul style="list-style-type: none"> <li>* Weekly approved lesson plans that adhere to common core standards for every teacher</li> <li>* Multiple professional development opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>* Weekly approved lesson plans that adhere to standards for every teacher</li> <li>* Multiple professional development opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>* A functioning EPO (a parent teacher alliance) meet and plan events throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>* an attendance of at least 95% will be met by EOLA annually</li> </ul>	<ul style="list-style-type: none"> <li>* An attendance of at least 95% will be met by EOLA annually</li> </ul>	<ul style="list-style-type: none"> <li>* 100% of students have access to course materials</li> </ul>	<ul style="list-style-type: none"> <li>* 70% of returning students will demonstrate proficiency in Math by increasing performance on SRM</li> <li>* 70% of students will increase proficiency in Math by increasing their performance on SBAC</li> <li>* SBAC scores show</li> </ul>



									10% increase * Students demonstrate 1 year growth on the SRI
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**MPOs alignment with LCAP and State Priorities**

By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the ELA and Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent .

By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the ELA and Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent

Each year, 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.

Each year, for each [statistically significantly student group], 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.

Each year 70 percent of ELs will improve one overall proficiency level on CELDT/ELPAC.

Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)

Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)

Each year, at least 70 percent of students and families positively rate school safety.

Each year, at least 70 percent of students and families positively rate school academic instruction.

Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

**ELEMENT 2: MEASURABLE PUPIL OUTCOMES**

*Governing Law:* California Education Code 47605(b)(5)(B).

*The measurable pupil outcomes identified for use by the charter school "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.*

## Measurable Student Outcomes

EOLA's educational program aims to graduate students who are academically prepared for college, responsible citizens and effective community leaders.

MPOs	Instrument
By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent	SBAC
By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent	SBAC
By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent	SBAC
By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent	SBAC
Each year, 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.	SRI
Each year, for each [statistically significantly student group], 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.	SRI
Each year 70 percent of ELs will improve one overall proficiency level on CELDT.	CELDT/ELPAC
Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)	ADA monthly reporting
Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)	ADA monthly reporting
Each year, at least 70 percent of students and families positively rate school safety.	Survey Student Survey Question: I feel safe at school Family Survey Question: My child's school provides a safe learning environment
Each year, at least 70 percent of students and families positively rate school academic instruction.	Survey Student Survey Question: I feel that my teacher is preparing me for my future Family Survey Question: Teachers at my child's school set high standards for student work
Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	Survey Student Survey Question: I feel that my concerns/opinions are heard/listened to Family Survey Question: I feel encouraged to participate in school activities or meetings

## Research-Based Instructional Strategies

Effective instructional strategies enable students to think critically and creatively. Recognizing that students learn in different ways, our teachers will use a variety of research-based instructional strategies to ensure that all students learn effectively. These may include, among others:

- Lectures (traditional teacher-centered learning appropriate for certain types of information)
- Inquiry/problem solving (identify question or problem, and use various processes to formulate and test theories towards a solution)
- Socratic questioning (detailed oral questioning of students)
- Cooperative learning (working in groups)
- Experiential learning (group experiences such as Mock trials, debates)

## Focus on Results

Our school will relentlessly focus on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement. We feel that our students must be given a structured learning environment that offers an extended calendar, instructional minutes that exceed state mandates, up to date curriculum and a focus on standardized examinations.

## Element 3

*DRL: "Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, EOLA will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter."*

*DRL: "If EOLA does not test with the District, EOLA hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school."*

*Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year."*

## ELEMENT 3: OUTCOME MEASUREMENT

*Governing Law: California Education Code 47605(b) (5) (C).*

*The method by which pupil progress in meeting those pupil outcomes is to be measured.*

EOLA's academic program is standards-based and data driven. The California State content and performance standards and multiple sources of data form the basis of the School's teaching and evaluation. We also measure non-academic areas such as student attendance rates. The Measurable Pupil Outcomes will be measured using the following assumptions and in the following ways:

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Core Subject Areas	English Language Arts	Pre Assessment Reading assessments Writing assessments Exhibitions Ongoing content assessments ILP as needed	SBAC SRI CELDT ELPAC
	Mathematics	Pre Assessments Assessments Ongoing content assessments ILP as needed	SBAC SRM
	Social Studies	Ongoing content assessments	SBAC where applicable
	Science	Ongoing content assessments	NGSS / SBAC where applicable
	Health	Ongoing content assessments	CA physical fitness test
Non-Core Subject Area	Leadership	Participation in student led activities	
	Arts	Ongoing content assessments Ongoing portfolio assessments Exhibitions	

### Use and Reporting of Data

EOLA will send student assessment results to parents after each nine-week session. EOLA will send student academic progress reports to families every five weeks.

EOLA will distribute a satisfaction survey to all families and legal guardians of students. It will be the formal means of collecting information on the effectiveness of school outreach and information dissemination, while providing the opportunity for families to express their views on the EOLA educational experience. EOLA will be accountable to multiple constituencies: students and their families, its Board of Trustees, OUSD, and the California State Department of Education. Accountability to each of these constituencies includes fiscal and academic performance. EOLA will complete SARC report annually that will contain student achievement data disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Pupil Outcome Goals	Assessment
1. Students will maintain a high attendance rate	An attendance rate of at least 95% will be met by EOLA annually, as reported to the District and the state.
2. Student test scores in ELA will increase	Students will strive to increase yearly performance in

	ELA on SBAC and SRI.
3. Student test scores in Math will increase	Students will strive to increase yearly performance in Math on SBAC and SRM.
4. EL learners will show yearly progress	EL learners will strive to increase yearly performance on CELDT/ELPAC.

“If East Oakland Leadership Academy does not test (i.e., SBAC) with the District, East Oakland Leadership Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”

#### **Element 4**

*DRL: “As an independent charter school, EOLA, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of EOLA.*

*EOLA shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.*

*Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.*

*The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).*

#### **LEGAL AND POLICY COMPLIANCE**

*Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.*

*Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.*

*Charter School shall comply with the Brown Act and the Public Records Act.*



## NOTIFICATION OF THE DISTRICT

*Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.*

## STUDENT RECORDS

*Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.*

*DRL: "EOLA acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including EOLA to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at EOLA and of the District. EOLA further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that EOLA does not have that EOLA needs in order to meet its obligations, the District shall provide the same to EOLA in a reasonably timely manner upon request under Education Code section 47604.3."*

*DRL: "EOLA will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."*

*DRL: "EOLA in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. EOLA acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of EOLA it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by EOLA by law or charter provisions."*

*DRL: "Members of EOLA's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.*

*EOLA and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."*

*DRL: "To the extent that EOLA is a recipient of federal funds, including federal Title I, Part A funds, EOLA has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. EOLA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.*

*EOLA also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."*

#### **ELEMENT 4: GOVERNANCE STRUCTURE**

*Governing Law: California Education Code 47605(b) (5) (D).*

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*

*EOLA will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.*

*EOLA will comply with all applicable federal, state and local laws. EOLA agrees to voluntarily comply with the Ralph M. Brown Act, The Political reform Act and California Public Records Act.*

*EOLA will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability and other insurance.*

*As provided for in the California Corporations Code, the School will be governed by a Board of Trustees whose members have a legal fiduciary responsibility for the well-being of the organization.*

*This Board of Trustees is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members have, among other things, experience in education, business, technology, facilities, leadership development, and organizational development. The Board of*

Trustees will yearly attend a board training opportunity. A list of our board members is included in the Appendix along with our Bylaws and Articles of Incorporation.

Consistent with the California Corporations Code, initial board members were selected by the incorporator and then selected by a nominating committee. Board members' size and composition will be increase as allowed under the law, and additional members will be added with additional experience in the areas of educational assessment, facilities, fundraising, and leadership development, among other things. EOLA Bylaws also provide for a parent member on the Board of Trustees. The Board encourages parents voices and community involvement. Our monthly meetings are open to the public.

The Board of Trustees will be responsible for:

- The general policies of the School;
- Approving and monitoring of the School's annual budget;
- Receipt of funds for the operation of the School in accordance with the charter school laws;
- Solicitation and receipt of grants and donations consistent with the mission of EOLA
- Overseeing the sound operation of a hiring system,
- Approving the School's personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees; and
- Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws or this charter necessary to ensure the proper operation of EOLA.

To the extent allowable by law, the Board of Trustees may delegate the implementation of its duties to the employees of the organization or other responsible parties. As allowed by the Charter School Act, the charter authorizer may appoint a designee on the EOLA's Board of Trustees.

## **Compliance**

"East Oakland Leadership Academy will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change."

"East Oakland Leadership Academy, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records from the District and shall consult with the District regarding any such inquiries. East Oakland Leadership Academy acknowledges that it is subject to audit by OUSD. If OUSD seeks an audit of East Oakland Leadership Academy it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by East Oakland Leadership Academy by law or charter provisions."

"Members of East Oakland Leadership Academy's Governing Board, any administrators, managers or employees, and any other committees of the school shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. East Oakland Leadership Academy and or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."

## **Element 5**

### *DRL: "EQUAL EMPLOYMENT OPPORTUNITY"*

*Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.*

### *ESEA/ ESSA AND CREDENTIALING REQUIREMENTS*

*Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.*

*As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."*

### *OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING*

*Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.*

### *EMPLOYMENT OF FELONS*

*The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.*

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

*Governing Law: California Education Code 47605(b) (5) (E).*

*The qualifications to be met by individuals to be employed by the school.*

EOLA will recruit professional, effective and qualified personnel to serve in administrative, instructional support and non-instructional support capacities. All of the School's employees play a key role in creating a positive school culture and effective learning environment. EOLA will conduct fingerprint background checks on all employee candidates and all teachers and staff will meet the legal requirements for employment, including relevant credentialing requirements.

### **Teacher Qualifications**

EOLA seeks to hire the finest teachers available who are committed to our mission and vision. The most important qualifications for teachers are: (1) expertise in his or her discipline, (2) demonstrable effectiveness in teaching diverse youth, (3) being collegial and a team player, (4) willingness to take responsibility for the school as a whole, and (5) possessing a teacher credential when required by law.

### **School Leadership**

The leadership team at EOLA is broken down into a clear structure to optimize communication and effectiveness between our administration, faculty, and staff. The positions include Principal, Vice Principal, Art Director, Office administrator and our Guidance Counseling is a split, by grade level, into two positions: K-4 and 5-8. Additional staff positions include Academic Technology support, After school program Lead Coordinator, Afterschool Aide, Facilities and Custodial Manager.

### **Professional Development**

EOLA believes that it is possible to attract and retain talented teachers by sharing an exciting vision committed to excellence and creating a professional environment where staff can learn and grow along with their students. To that end, EOLA invests heavily in professional development for our staff. All teachers participate in extensive professional development prior and throughout each school year. This includes yearly summer institute training, which includes: classroom management, college and career preparation, common core lesson planning, EL strategies. Staff recruitment includes using educational resources like EDJOIN, attending recruitment fairs, and contacting University credentialing programs. EOLA promotes professional advancement by recruiting from internally first.

EOLA will recruit professional, effective and qualified personnel to serve in administrative, instructional support and non-instructional support capacities. All of the school's employees play a key role in creating a positive school culture and effective learning environment. EOLA will conduct fingerprint background checks on all employee candidates and all teachers and staff will meet the legal requirements for employment, including relevant credentialing requirements.



## Element 6

### DRL: "HEALTH, SAFETY AND EMERGENCY PLAN

*Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.*

*Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.*

*Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).*

*Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).*

*Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.*

*Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.*

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

*Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.*

### CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

*Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.*

*Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any*

contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

#### *IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS*

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

#### *SAFE PLACE TO LEARN ACT*

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

#### *COMPETITIVE ATHLETICS*

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers.

#### *GUN-FREE SCHOOLS ACT*

Charter School shall comply with the federal Gun-Free Schools Act.

#### *TOBACCO USE PREVENTION*

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495. "

#### *SUICIDE PREVENTION POLICY (GRADES 7-12)*

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

## *TRANSPORTATION*

*The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.*

## *DATA PRIVACY*

*Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.*

*Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.*

## **ELEMENT 6: HEALTH AND SAFETY**

*Governing Law: California Education Code 47605(b) (5) (F).*

*The procedures the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.*

East Oakland Leadership Academy Charter School has adopted and will continue to implement a comprehensive set of health, safety, and risk management policies. These policies address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
  - Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
  - Policies relating to contacting family members in case of an emergency
  - Policies relating to preventing contact with blood-borne pathogens and other communicable diseases.
  - A policy requiring that instructional and administrative staff receive training in emergency response, including CPR and First Aid.
  - Policies relating to the administration of prescription drugs and other medicines.
  - A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
  - A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
  - A requirement that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).

These policies will be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Trustees and by the faculty and staff on a yearly basis during the professional development institute.

"East Oakland Leadership Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA). 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan."

## **ELEMENT 7: RACIAL AND ETHNIC BALANCE**

### **Means to Achieve Racial and Ethnic Balance of District**

*Governing Law:* California Education Code 47605(b) (5) (G).

*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

EOLA will strive to ensure that the student population at the school is reflective of Oakland. The outreach and monitoring efforts will include, among other things:

- An application and enrollment process that allows for broad-based recruiting and is prominently displayed on the school's website and at the school's campus
- Development of promotional and informational materials that are distributed to a broad range of community groups and agencies.
- School tours are available for prospective families
- A calendar of events, tours and Open Houses that are consistent from year to year so the community is familiar with EOLA patterns
- Making available translated materials and translation services for non-English speaking communities.

## **Element 8**

### *DRL: "DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES*

*Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.*

### *HOMELESS AND FOSTER YOUTH*

*Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.*

### *NON-DISCRIMINATION*

*Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.*

*Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.*

#### **PARENT ENGAGEMENT**

*Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School."*

#### **ELEMENT 8: ADMISSIONS REQUIREMENTS**

*Governing Law: California Education Code 47605(b) (5) (D).  
Admission requirement if applicable.*

EOLA is committed to maintaining a diverse student body. To attain our vision of a racially and economically diverse student population, including traditionally underserved students, we use a multi-part enrollment process to reach out to inner-city families.

First, we will recruit from our existing families whose children attend East Oakland Leadership Academy (K-8). This population exerts considerable effort recruiting students from inner-city middle schools and community student programs. Second, if the number of students interested in attending EOLA exceeds the school's capacity, admission is determined by a combination of lawful preferences. Admission Requirements are as follows:

- The applicant family must submit an application form provided by the school
- The applicant family must sign a document stating that they have read the introductory materials provided to them as part of the enrollment process
- At least one responsible adult member of the applicant family must attend an orientation meeting

As stated in the core principles, East Oakland Leadership Academy is committed to building a community of lifelong learners, representing the diversity of Oakland, and providing educational opportunities to the underserved urban students of Oakland. To reflect these values, admission to EOLA shall be granted in the following order of preference and according to the following rationale:

- Students who are currently enrolled (to ensure educational continuity)

- Siblings of enrolled and admitted students
- Children of EOLA staff not to exceed 10% of total school enrollment
- Students from academically low performing schools within OUSD
- Other prospective students residing within OUSD boundaries
- All other applicants

As indicated previously, EOLA will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or disability.

Subject to further refinement and adjustment, the timeline for student enrollment applications shall be similar to that of OUSD.

#### April –June

Extensive student outreach

#### June

Deadline for student applications

Student enrollment determined (by a combination of lawful preferences).

Students notified of enrollment/wait list status.

#### July

Parent of student accept or reject enrollment.

Incoming Class is finalized.

Orientation Letters sent regarding EOLA's dates and School policies

#### August

Welcoming letter sent to families introducing Director and details regarding EOLA, general information and school opening.

East Oakland Leadership Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

As part of the Fall Information Update, East Oakland Leadership Academy will notify the District in writing of the application deadline and proposed lottery date. East Oakland Leadership Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."

EOLA will assure that

- \* the process will be public, transparent, and fair
- \* event will be held in a public space large enough to accommodate all interested
- \* an uninterested party charged with conducting the process
- \* parents do not have to be present to participate
- \* details about the process itself, including how weightings and exemptions will be handled will be made public
- \* notification to parents and timeline for accepting spot will be given



## Element 9

*DRL: "In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;*

- o On or before July 1, an annual update required pursuant to Section 47606.5.*
- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – Preliminary Budget for Subsequent Year"*

## ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

*Governing Law:* California Education Code 47605(b) (5) (I).

*The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

### Audits

An annual independent financial audit will be conducted by a certified public accountant with educational finance experience that is listed as approved by the State Controller, and will use generally accepted accounting principles. The Board or designee of EOLA will be responsible for contracting and overseeing the independent audit, and EOLA will provide the audit to the State Controller, OUSD the State Superintendent and the Department of Education by OUSD/State designated date of the following school year. EOLA Treasurer and/or Chief Financial Officer will resolve audit exceptions and deficiencies in a timely fashion. The Board of Trustees and EOLA will develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

Our most recent audit can be found in Appendix.

"To the extent that East Oakland Leadership Academy is a recipient of federal funds, including federal Title I, Part A funds, East Oakland Leadership Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESSA and other applicable federal grant programs. East Oakland Leadership Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

East Oakland Leadership Academy also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”

“The District may charge for the actual costs of supervisorial 63 oversight of East Oakland Leadership Academy not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if East Oakland Leadership Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.”

## **ELEMENT 10: STUDENT SUSPENSION AND EXPULSION**

*Governing Law:* California Education Code 47605(b) (5) (J).

*The procedures by which pupils can be suspended or expelled.*

The overall goal of discipline at East Oakland Leadership Academy Charter School is to develop the habits of self-motivated, competent, lifelong learners that include:

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.
- Awareness of responsibility to community.

The East Oakland Leadership Academy Charter School has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in the school’s Student-Family Handbook and clearly describe the school’s expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will be introduced to the school’s discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

As appropriate, students will be given modifications and appropriate consequences for behavior violations. If a student demonstrates a frequency and/or pattern of violating school behavior expectations, additional resources, strategies, and personnel will be progressively applied in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful environment.

If necessary, students will be suspended from class while remaining on campus. Suspensions where a student is required to stay home will be used in cases when the safety of the student or others is in question. The school director may, pursuant to the school’s adopted discipline policies, ultimately suspend or expel students who fail to comply with the terms of the student policies.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school’s Board of Directors upon recommendation of the School Director. The school’s policies in the Student-Family Handbook clearly define the infraction students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student

due process rights and students with exceptional needs. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual programmatic audit.

“East Oakland Leadership Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves East Oakland Leadership Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. East Oakland Leadership Academy shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”

“In the case of a special education student, or a student who receives 504 accommodations, East Oakland Leadership Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.”

## **ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS**

*Governing Law: California Education Code Section 47605 (b) (5) (K)*

*The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.*

East Oakland Leadership Academy faculty and staff will participate in the federal social security system.

### **Element 12**

*DRL: “Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.*

*DRL: “Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”*

## **ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES**

*Governing Law: California Education Code 47605(b) (5) (L).*

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

No students may be required to attend EOLA. EOLA is a school of choice. Students who opt not to attend or transfer from EOLA may attend other district schools if allowed by the district or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of the district or county of residence. The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrolling in the charter school, except to the extent that such a right is extended by the local educational agency. Parents must be notified of the acceptability of credit for transferring into or out of the school.

### **ELEMENT 13: RETURN RIGHTS OF DISTRICT EMPLOYEES**

*Governing Law - Education Code Section 47605(b)(5)(M).*

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

No employee shall be required to work at EOLA. EOLA is a school of choice. EOLA has the right to hire and not rehire staff, without regard to seniority. All staff will be given annual contracts and will work under Personnel Policies formulated by the East Oakland Leadership Academy Governance Board.

East Oakland Leadership Academy Staff who are employees of the charter school and who were not previous employees of the OUSD have no return rights by virtue of this charter. Return rights of employees of the East Oakland Leadership Academy who previously were employees of the OUSD may return to the District pursuant to the District's leave, transfer, and assignment policies. Thus, there is no guarantee of return by virtue of this charter, and the issue of return rights is a matter of negotiation between the OUSD and the employee, as keeping with the District's policies. Employment at the Charter School is voluntary.

### **ELEMENT 14: DISPUTE RESOLUTION**

*Governing Law: California Education Code 47605(b) (5) (N).*

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.*

#### **Disputes between EOLA and the OUSD**

In the event that a dispute between EOLA and the OUSD does arise, the following process may be followed:

- EOLA's Director, along with any other school staff he/she deems appropriate, would ask to meet with District representative according to processes that could be established in a Memorandum of Understanding.
- If this meeting fails to resolve the dispute, then the matter would be brought to the District Superintendent for resolution.

#### **Disputes Arising from Within the School**



Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school Board of Directors.

East Oakland Leadership Academy will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. East Oakland Leadership Academy will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

East Oakland Leadership Academy will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with East Oakland Leadership Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. East Oakland Leadership Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

East Oakland Leadership Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

East Oakland Leadership Academy will implement specific and continuing steps to notify applicants for admission and employment, 59 students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."

"The staff and Governing Board members of East Oakland Leadership Academy agree to attempt to resolve all disputes between the District and East Oakland Leadership Academy regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and East Oakland Leadership Academy, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:  
East Oakland Leadership Academy



To Coordinator,  
Office of Charter Schools:  
1000 Broadway, Suite 639  
Oakland, California 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

## Element 15

### DRL: "REVOCATION OF THE CHARTER

*The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:*

- *Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- *Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- *Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Charter School violated any provision of law.*

*Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and*

*imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.*

*Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.*

#### *CLOSURE ACTION*

*The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses or is surrendered.*

#### *CLOSURE PROCEDURES*

*The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.*

##### *Designation of Responsible Person(s) and Funding of Closure*

*Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.*

##### *Notification of Closure Action*

*Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:*

- 1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*
- 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. *Information on student completion of college entrance requirements, for all high school students affected by the closure*

*Notification of employees and vendors shall include:*

1. *The effective date of the closure of Charter School*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment*

*Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.*

#### *Records Retention and Transfer*

*Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:*

1. *Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.*
2. *Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.*
3. *Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.*
4. *Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.*
5. *Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### *Financial Close-Out*

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:



1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

*These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.*

*For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.*

#### *Disposition of Liabilities and Assets*

*The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:*

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

*If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.*

*Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.*

*Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.*

*Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.*

*Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:*

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*
- c. Make final federal tax payments (employee taxes, etc.)*
- d. File its final withholding tax return (Treasury Form 165).*
- e. File its final return with the IRS (Form 990 and Schedule).*

*This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."*

## **REQUIRED NOTIFICATION TO DISTRICT**

*Add the following text and remove any text to the contrary:*

*DRL: EOLA shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves EOLA without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. EOLA shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."*

*EOLA shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the [CHARTER SCHOOL] under its disciplinary procedure, as an "expulsion" under the Education Code."*

*Add the following text and remove any text to the contrary:*

*"In the case of a special education student, or a student who receives 504 accommodations, EOLA will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."*

## **FACILITIES**

*Add the following text and remove any text to the contrary:*

*DRL: "If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.*

*Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.*

*Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.*

*For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered*

by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.*
- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*
- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*
- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*
  - (i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional*



program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) *Pro Rata Share:* The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) *Taxes; Assessments:* Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- *Maintenance & Operations Services:* In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) *Co-Location:* If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) *Sole Occupant:* If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- *Real Property Insurance:* Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for



*the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.*

#### *Non-District-Owned Facilities*

*Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.*

*Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.*

*Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.*

*Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.*

*DRL: "If EOLA fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and or the local planning department or equivalent agency. If*

Charter School moves or expands to another facility during the term of this charter, Charter School] shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."

## **ADMINISTRATIVE SERVICES**

DRL: "The District may charge for the actual costs of supervisory oversight of EOLA not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if EOLA is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time."

## **DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS**

DRL: "EOLA agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- EOLA is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of EOLA.
- The District is authorized to revoke this charter for, among other reasons, the failure of EOLA to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit EOLA books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,

- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

*EOLA shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to EOLA. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.*

*In addition, if an allegation of waste, fraud or abuse related to EOLA operations is received by the District, EOLA shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by EOLA by law or charter provisions."*

### **FISCAL MATTERS**

#### *DRL: "Cash Reserves*

*Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.*

#### *Third Party Contracts*

*Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.*

#### *Special Education Revenue Adjustment/Payment for Services*

*In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.*

#### *Audit and Inspection of Records*

*Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:*

- *Charter School is subject to District oversight.*
- *The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*
- *The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

*Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:*

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of Charter School's financial information,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

*Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.*

#### *Internal Fiscal Controls*

*Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.*

#### *Apportionment Eligibility for Students Over 19 Years of Age*

*Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)*

#### *Local Control and Accountability Plan*

*In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)*

*EOLA shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes."*

## **ELEMENT 15: PROCEDURES FOR CLOSING**

EOLA will comply with all requirements under Title 5 California Code of Regulations Sections 11962 and 11962.1 applicable to charter school closure.

*Governing Law:* A description of the procedures to be used if the charter school closes—California Education Code Section 47605(b) (5) (p)

In the event of closure or dissolution of EOLA, the Board of Trustees will refer to the Director the management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school. Reserve funds will pay for the closure activities. Families of children enrolled in EOLA will be informed. A list of all students attending EOLA will be forwarded to the Oakland Unified School District.

EOLA will forward student records to the students' district of residency and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of EOLA, after satisfaction of outstanding debts, will be transferred to another charter school within OUSD or in accordance with the Articles of Incorporation and By-laws of the school.

### **Documentation of Closure Action**

The decision to close a charter school, for any reason, will be documented by an official action of the governing board of the charter authorizing entity. This will also be supported by an action of the charter school's governing board. The action will identify the reason for the school's closure.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closures will occur at the end of an academic year. Mid-year school closures should be avoided if possible, and the charter school and charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

### **Notification to Receiving Districts**

The charter school or authorizing entity will notify any school district that may be responsible for providing education services to the former students of the charter school so that the receiving district(s) may assist in facilitating student transfers.



### **Student and School Records Retention and Transfer**

EOLA and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. The charter school and/or authorizing entity will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records. The authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

### **Financial Close-Out**

EOLA and/or its authorizing entity will have an independent audit of the charter school completed within six (6) months after the closure of the school. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the charter school. The assessment should include an accounting of all charter school assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the charter school. The cost of the audit may be considered a liability of the charter school.

In addition to a final audit, the charter school will submit any required year-end financial reports to the CDE and the authorizing entity in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

### **Dissolution of Assets**

Upon completion of the closeout audit the authorizing entity and the charter school will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the charter school.

To the extent feasible, any assets of the charter school will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, should be returned to their source. Net assets of the charter school may be transferred to the authorizing entity. However, the net assets may be transferred to another public agency such as another public charter school.

## **MISCELLANEOUS CLAUSES**

### **District Impact Report**

#### ***Facilities***

*Governing Law:* The description of the type and potential location of the facility to be used by the charter school.— Education Code Section 47605(g).

EOLA will be located at 2614 Seminary Ave., Oakland, California.

## ***Administrative Services***

*Governing Law:* The manner in which administrative services of the School are to be provided.—California Education Code Section 47605(g).

East Oakland Leadership Academy has an experienced administrative staff that is responsible for services such as payroll, accounting, and purchasing. East Oakland Leadership Academy is responsible for its personnel salary and benefits, and other costs. No administrative services will be provided by OUSD.

## ***Potential Civil Liability Effects***

East Oakland Leadership Academy, a 501 (c) (3) nonprofit corporation, is responsible for all matters of civil and financial liability resulting from operation of the school. OUSD will not be liable for EOLA's debts or obligations, and the school will hold OUSD harmless from all matters of liability for its operation under this charter. EOLA will be responsible for its own costs and attorney's fees during its operation under the charter, and will be fully liable for such costs, including those that extend beyond the term of the charter that results from any claims associated with the school.

EOLA assumes these responsibilities and will purchase and maintain as general liability, property, workers' compensation, and unemployment insurance. Insurance coverage will meet industry standards and amounts set forth in a certificate of insurance and other documents satisfactory to the District Risk Manager. EOLA will be responsible for claims resulting from its operation that are made during or after the existence of the charter school.

The school will be responsible for all supplies and equipment purchased. In the event of loss by fire, disaster, or theft, OUSD will have no responsibility for such items. Further, OUSD will have no responsibility for the losses of student and staff property for any reason, and will hold the district harmless from any such losses.

“East Oakland Leadership Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- East Oakland Leadership Academy is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of East Oakland Leadership Academy.
- The District is authorized to revoke this charter for, among other reasons, the failure of East Oakland Leadership Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit East Oakland Leadership Academy books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter
- Internal controls, both financial and operational in nature
- The accuracy, recording and or reporting of school financial information
- The school's debt structure
- Governance policies, procedures and history
- The recording and reporting of attendance data
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements.

East Oakland Leadership Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to East Oakland Leadership Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to East Oakland Leadership Academy operations is received by the District, East Oakland Leadership Academy shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by East Oakland Leadership Academy by law or charter provisions."

## **Public Records**

"East Oakland Leadership Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including East Oakland Leadership Academy to provide certain information in certain formats in certain ways to the general public and specifically 57 to parents of students at East Oakland Leadership Academy and of the District. East Oakland Leadership Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that East Oakland Leadership Academy does not have that East Oakland Leadership Academy needs in order to meet its obligations, the District shall provide the same to East Oakland Leadership Academy in a reasonably timely manner upon request."

## **External Reporting**

"East Oakland Leadership Academy will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."

## **Miscellaneous Charter Related Issues**

"East Oakland Leadership Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools..."

"The District may revoke the charter of East Oakland Leadership Academy in accordance with Education Code Section 47607 any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters."

With the exception of services performed by OUSD in providing oversight to EOLA as defined by Education Code Section 47604.32. all charter-requested services from OUSD will be on a pay-for-service basis.

In accordance with Education Code 47613, the chartering agency may charge for the actual costs of oversight of the EOLA charter school not to exceed one percent of the revenue of the charter school. For purposes of this charter, "revenue of the charter school" means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, EOLA may request OUSD services on a pay-for-service basis.

The school will report daily attendance requirements to OUSD in a format acceptable to the district and state. Required reports regarding daily attendance will be completed and submitted to requesting agencies. Budget allocation and vendor selection will be the responsibility of the Board of Trustees with substantial input from the Director. The Director will develop all budget proposals and have latitude in determining how funds are best used within budget categories. The Board of Trustees may delegate authority to the Director to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Board of Trustees

will work with Click Books for payroll services and to ensure compliance with state financial accounting procedures.

Financial statements such as a balance sheet, income statement, and statement of cash flow will be prepared by the Director. Financial statements will be accessible to the independent auditor, school officers, OUSD, families of EOLA students and any Board of Trustees members who want to assess the school's financial condition. In addition, EOLA will submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, County Superintendent of Schools, and the Oakland Unified School District by designated dates.

"If East Oakland Leadership Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If East Oakland Leadership Academy moves or expands to another facility during the term of this charter, East Oakland Leadership Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610 for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. East Oakland Leadership Academy shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."

## CONCLUSION

The Board, staff, administration, and parents of East Oakland Leadership Academy are proud of the progress the school has made and continuous to make. In accordance with its original charter, the school has also successfully created a community in which parents participate regularly, and both parents and students are excited about the learning program. Parents are satisfied with the school across a broad range of parameters, and make an effort to ensure that their children are in attendance. Interest in the school increases each year as evidenced by growing enrollment.

East Oakland Leadership Academy (EOLA) is an effective, viable organization because:

- EOLA has met the requirements for charter renewal.
- EOLA provides a safe environment conducive to learning with a five-year lease
- EOLA is fiscally sound and managed by Vogel & Associates and Vicente, Lloyd & Stutzman accounting firm
- EOLA provides a proven successful academic program in which all children succeed
- EOLA has a responsible and effective board of directors

**East Oakland Leadership Academy (EOLA)'s charter should be renewed for five years.**

## REQUIRED AFFIRMATIONS

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for East Oakland Leadership Academy, to be located in Oakland, California, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school and further I understand that if awarded a charter, the school will:

- Meet all statewide standards and conduct the student assessments required, pursuant to education Code §60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]



- Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(6)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other equivalent document which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- §47605 (d)(3): If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.
- At all times maintain all necessary and appropriate insurance coverage.
- Follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Admit all California students who wish to enroll in the School without regard to the residence of the pupil subject only to the capacity of the School.



# APPENDICES



## PERFORMANCE DATA

## OVERVIEW

East Oakland Leadership Academy has served the Seminary Point Community of East Oakland for 14 years providing quality education children in grades K-8. Our fundamental belief is that all children can learn and that Failure is Not an Option. We strive to fulfill our beliefs by providing a safe environment where children can learn and progress academically and socially. We integrate Visual Performing and Martial Arts in our curriculum giving our students the opportunity to demonstrate their aptitude in a variety of ways so that diverse learning styles needs are met. Our school is located in District 6. In spring 2016 our enrollment consisted of 27% EL and 96% socioeconomically disadvantaged families. Some of the ways we serve students and the community includes free tutoring, Culture Days, Community Clean Up Days, Public Exhibitions, and with Community Partners.

## HIGHLIGHTS

- 1. The suspension rate declined significantly for ELs, African Americans, Hispanics, and Socioeconomically Disadvantaged students.
- 2. At least 50% of African American and Hispanic students performed at Nearly Met or Above Standards in ELA and Math.
- 3. The state indicator for academic performance of all students indicates that EL Progress was at 97% and the change was a significant increase of 27.5%.
- 4. Hispanics performed better than any other subgroup.
- 5. MPO Goals were met including:
  - a. 76% of Hispanics students demonstrated at least 1 year growth on SRI
  - b. 80% of African Americans demonstrated at least 1 year growth on SRI
  - c. 76% of ELs students demonstrated at least 1 year growth on SRI
  - d. 70% of Low Income students demonstrated 1 year growth on SRI.
  - e. 85% of ELs demonstrated at least 1 year growth on CELDT
  - f. 71% of Returning Students scored at Level 3 or 4 on the ELA portion of SBAC
  - g. 67% of Returning Students Scored at Level 3 or 4 on the Math portion of SBAC



# CALIFORNIA DASHBOARD

Enrollment: 112 Socioeconomically Disadvantaged: 96% English Learners: 27% Foster Youth: N/A Grade Span: K-8 Reporting Year: Spring 2017  
Charter School: Yes

Equity Report Status and Change Report Detailed Reports Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

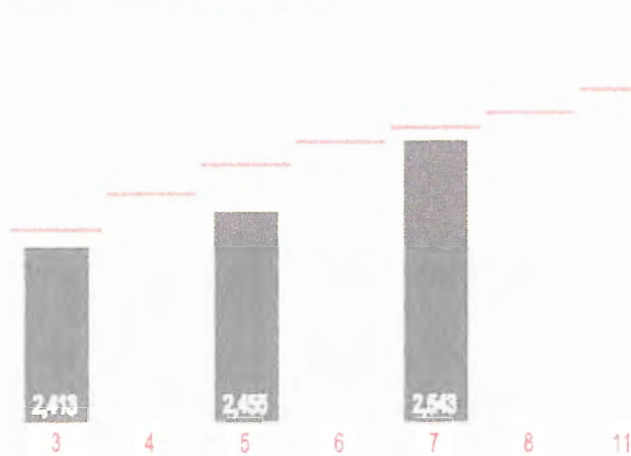
State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Medium 3%	Declined Significantly -8.2%
English Learner Progress (K-12)		Very High 97%	Increased Significantly +27.5%
<u>English Language Arts (3-8)</u>		Low 18 points below level 3	N/A
<u>Mathematics (3-8)</u>		Low 36 points below level 3	N/A

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30

1. The suspension rate declined significantly for ELs, African Americans, Hispanics, and Socioeconomically Disadvantaged students.
2. At least 50% of African American and Hispanic students performed at Nearly Met or Above Standards in ELA and Math.
3. The state indicator for academic performance of all students indicates that EL Progress was at 97% and the change was a significant increase of 27.5%.
4. Hispanics performed better than any other subgroup.

### SBAC Scale Scores by Grade



APD is calculated using SBAC Scale Scores by grade.

This school's  
**Average Point  
Difference** is:  
**35 below**

*APD means the average student in this school scored 35 points below the state standard for "met" on the CAASPP.*

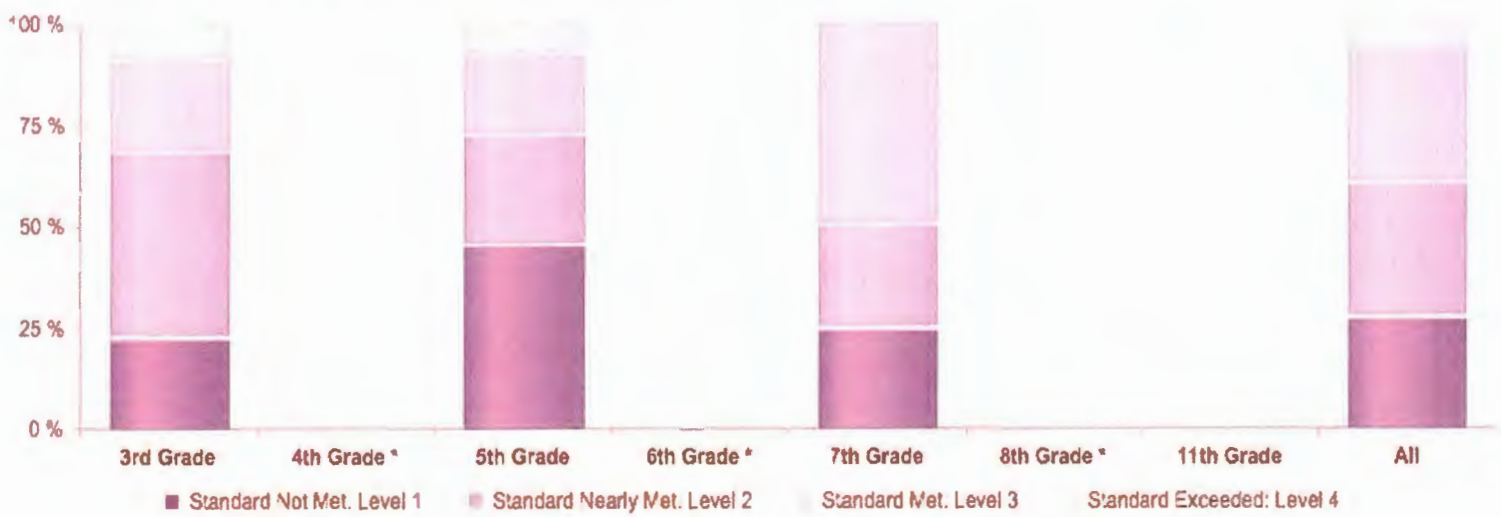
This represents the **45** percentile statewide on APD.

Note: Rank is calculated excluding ASAM, Alternative, and small (<30 valid test-takers) schools.

The CCSA DASHBOARD indicates that average student scored 35 points below the state standard for “met” on the CAASP. It also indicates student performance increase as student grade level increases.

# CAASPP /SBAC ELA

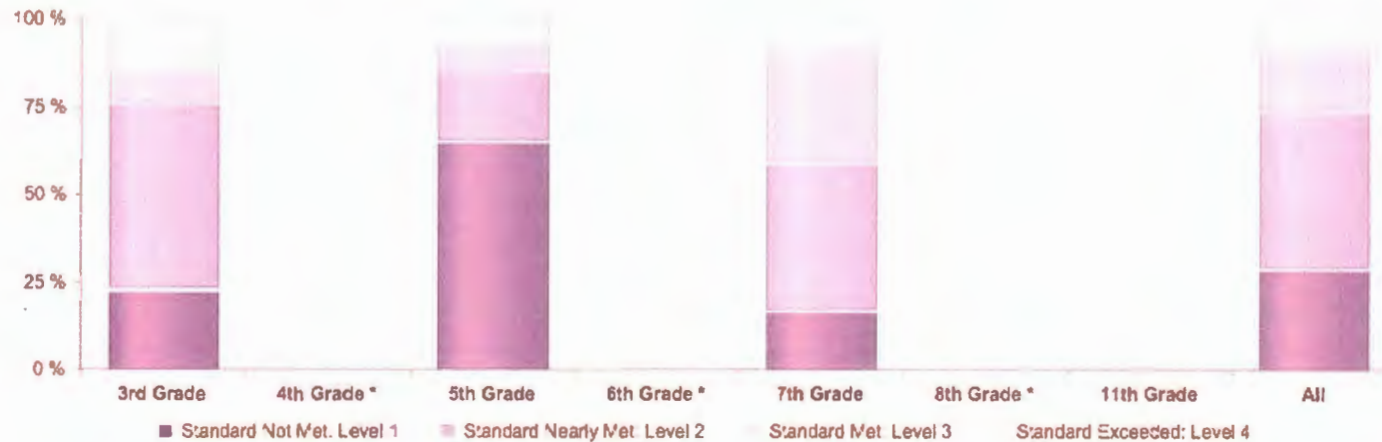
- 3<sup>rd</sup> Grade: 76% at nearly met and above
- 3<sup>rd</sup> Grade: 27% at level 3 and 4
- 5<sup>th</sup> Grade: 52% at nearly met and above
- 5<sup>th</sup> Grade: 25% at level 3 and 4
- 7<sup>th</sup> Grade: 77% at nearly met and above
- 7<sup>th</sup> Grade: 45% at level 3 and 4
- All Grades: 26% at nearly met and above
- All Grades: 47% at level 3 and 4



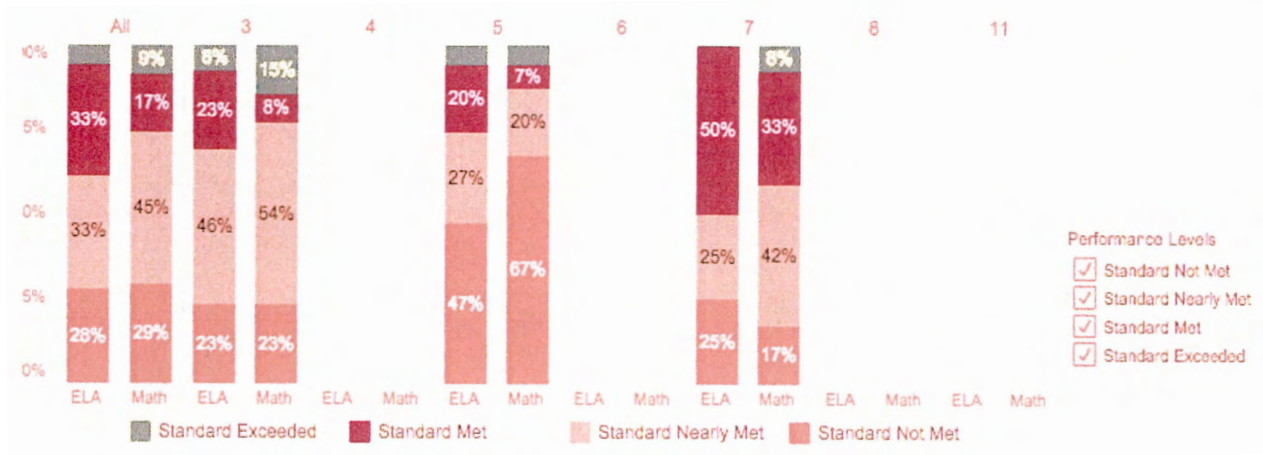
English Language Arts/Literacy Achievement Level Descriptors

# CAASPP/SBAC Math

- 3<sup>rd</sup> Grade: 75% at nearly met and above
- 3<sup>rd</sup> Grade: 25% at level 3 and 4
- 5<sup>th</sup> Grade: 40% at nearly met and above
- 5<sup>th</sup> Grade: 20% at level 3 and 4
- 7<sup>th</sup> Grade: 77% at nearly met and above
- 7<sup>th</sup> Grade: 45% at level 3 and 4
- All Grades: 76% at nearly met and above
- All Grades: 26% at level 3 and 4



Mathematics Achievement Level Descriptors



## 2016 SBAC by grade

- 72% of all stds performed at nearly met or above in ELA;
- 71% of all stds performed at nearly met or above in Math;
- at the 3<sup>rd</sup> grade level 77% of all stds performed at nearly met or above in **ELA and MATH**;
- at the 5<sup>th</sup> grade level 53% of all stds performed at nearly met or above in ELA and 33% of all stds performed at nearly met or above in Math
- **one** important fact here that's not shown in the report is that 90% of the 5<sup>th</sup> grade students scores increased- indicating growth but we do have much more work to do;
- lastly at the 7<sup>th</sup> grade level 75% of all stds performed at nearly met or above in ELA and 83% of all stds performed at nearly met or above in Math



## **GREATEST NEEDS**

There was one grade in particular that did not perform as well as the other grades in ELA, but especially in Math. Our goal this year is to use our resource math teacher to work with smaller groups according to need, to increase proficiency in the areas of need. Our students performed 18 points below Level 3 in ELA and 36 points below Level 3 in Math. This indicates that while we have to focus on ELA we need to focus twice as much in Math. We will utilize the Math and ELA aides and volunteer to work with individuals and groups in the areas of need. We will also focus on the areas of need during tutoring.

## **MPO Goals Met :**

- 76% of Hispanics students demonstrated at least 1 year growth on SRI
- 80% of African Americans demonstrated at least 1 year growth on SRI
- 76% of ELs students demonstrated at least 1 year growth on SRI
- 70% of Low Income students demonstrated 1 year growth on SRI
- 85% of ELs demonstrated at least 1 year growth on CELDT
- 71% of Returning Students scored at Level 3 or 4 on the ELA portion of SBAC
- 67% of Returning Students Scored at Level 3 or 4 on the Math portion of SBAC

## OVERVIEW

East Oakland Leadership Academy has served the Seminary Point Community of East Oakland for 14 years providing quality education children in grades K-8. Our fundamental belief is that all children can learn and that Failure is Not an Option. We strive to fulfill our beliefs by providing a safe environment where children can learn and progress academically and socially. We integrate Visual Performing and Martial Arts in our curriculum giving our students the opportunity to demonstrate their aptitude in a variety of ways so that diverse learning styles needs are met. Our school is located in District 6. In spring 2016 our enrollment consisted of 27% EL and 96% socioeconomically disadvantaged families. Some of the ways we serve students and the community includes free tutoring, Culture Days, Community Clean Up Days, Public Exhibitions, and with Community Partners.



AUDIT



**EAST OAKLAND LEADERSHIP ACADEMY**

**Independent Auditor's Report  
and Financial Statements  
For the Year Ended  
June 30, 2016**



Vicenti, Lloyd & Stutzman, CPAs

## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
East Oakland Leadership Academy  
Oakland, CA

### Report on the Financial Statements

We have audited the accompanying financial statements of East Oakland Leadership Academy (the Academy), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

EAST OAKLAND LEADERSHIP ACADEMY

STATEMENT OF FINANCIAL POSITION

June 30, 2016

**ASSETS**

**CURRENT ASSETS:**

Cash and cash equivalents	\$ 3,801
Accounts receivable - federal and state	133,142
Accounts receivable - other	8,886
Deposits	31,500
Total current assets	<u>177,329</u>

**LONG-TERM ASSETS:**

Property, plant and equipment, net	<u>513,599</u>
Total long-term assets	<u>513,599</u>
Total assets	<u>\$ 690,928</u>

**LIABILITIES AND NET ASSETS**

**CURRENT LIABILITIES:**

Accounts payable and accrued liabilities	\$ 218,538
Deferred revenue	11,732
Notes payable, current portion	27,633
Total current liabilities	<u>257,903</u>

**LONG-TERM LIABILITIES:**

Notes payable, non-current portion	<u>171,300</u>
Total long-term liabilities	<u>171,300</u>
Total liabilities	<u>429,203</u>

**NET ASSETS:**

Unrestricted	123,617
Temporarily restricted	138,108
Total net assets	<u>261,725</u>
Total liabilities and net assets	<u>\$ 690,928</u>

*The accompanying notes are an integral part of these financial statements*

**EAST OAKLAND LEADERSHIP ACADEMY**

**STATEMENT OF CASH FLOWS**  
**For the Year Ended June 30, 2016**

**CASH FLOWS from OPERATING ACTIVITIES:**

Change in net assets	\$ 26,361
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	15,858
Change in operating assets:	
Accounts receivable - federal and state	(48,157)
Accounts receivable - other	(942)
Change in operating liabilities:	
Accounts payable and accrued liabilities	43,538
Deferred revenue	11,732
Net cash flows from operating activities	<u>48,390</u>

**CASH FLOWS from FINANCING ACTIVITIES:**

Net change in factored receivables	(112,823)
Proceeds from debt	80,600
Repayments of debt	<u>(42,638)</u>
Net cash flows from financing activities	<u>(74,861)</u>
Net change in cash and cash equivalents	(26,471)
Cash and cash equivalents at the beginning of the year	<u>30,272</u>
Cash and cash equivalents at the end of the year	<u>\$ 3,801</u>

**SUPPLEMENTAL INFORMATION:**

Interest paid	<u>\$ 9,481</u>
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*The accompanying notes are an integral part of these financial statements.*

**EAST OAKLAND LEADERSHIP ACADEMY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**For the Year Ended June 30, 2016**

**NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

*Nature of Activities* – East Oakland Leadership Academy (the Academy) was organized as a non-profit corporation under the laws of the State of California for the purpose of operating public charter schools.

The Academy is funded principally through State of California public education monies received through the California Department of Education and the Oakland Unified School District (the District).

*Cash and Cash Equivalents* – The Academy defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

*Use of Estimates* – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

*Basis of Accounting* – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

*Functional Allocation of Expenses* – Costs of providing the Academy's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

*Basis of Presentation* – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

*Net Asset Classes* – The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the Academy are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the Academy.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. As of June 30, 2016, the Academy had \$138,108 of temporarily restricted net assets which is comprised of California Clean Energy Jobs Act funding.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the Academy. The Academy does not currently have any permanently restricted net assets.

*Receivables* – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2016. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.



**EAST OAKLAND LEADERSHIP ACADEMY**

**NOTES TO THE FINANCIAL STATEMENTS**  
**For the Year Ended June 30, 2016**

**NOTE 2: CONCENTRATION OF CREDIT RISK**

The Academy maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The Academy has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

**NOTE 3: PROPERTY, PLANT AND EQUIPMENT**

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. The Academy capitalizes all expenditures for land, buildings and equipment in excess of \$5,000. Depreciation expense was \$15,858 for the year ended June 30, 2016.

The components of property, plant and equipment as of June 30, 2016 are as follows:

Building	\$ 1,093,750
Equipment	51,417
Less: accumulated depreciation	<u>(631,568)</u>
Property, plant and equipment, net	<u>\$ 513,599</u>

**NOTE 4: OPERATING LEASES**

The Academy has operating leases under non-cancelable operating leases expiring May 2017 through June 2019. Rent expense for the year ended June 30, 2016 under these leases was \$320,159. The future minimum lease payments are as follows:

Year Ended	
<u>June 30,</u>	
2017	\$ 264,327
2018	64,151
2019	<u>66,075</u>
Total	<u>\$ 394,553</u>

**NOTE 5: NOTES PAYABLE**

**Mortgages Payable**

The Academy has mortgages attached to properties totaling \$160,000 as of June 30, 2016. These mortgages are interest only at 11.5% and mature on July 1, 2017.

**SUPPLEMENTARY INFORMATION**

**EAST OAKLAND LEADERSHIP ACADEMY**  
**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (continued)**  
**For the Year Ended June 30, 2016**

The Board of Directors and the Administrator as of the year ended June 30, 2016 were as follows:

**BOARD OF DIRECTORS**

<b><u>Member</u></b>	<b><u>Office</u></b>	<b><u>4-Year Term Expires</u></b>
Johnnie Riley	Chairperson	August 2, 2019
Sylvia Thomas	Secretary	August 2, 2019
Wannetta Hall	Member	August 2, 2019
Ernest Frohm	Member	August 2, 2018

**ADMINISTRATOR**

Dr. Laura Armstrong	Executive Director
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EAST OAKLAND LEADERSHIP ACADEMY  
 SCHEDULE OF AVERAGE DAILY ATTENDANCE  
 For the Year Ended June 30, 2016

	<u>Second Period Report</u>		<u>Annual Report</u>	
	Classroom		Class room	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
Grades TK/K-3	49.40	49.40	51.74	51.74
Grades 4-6	34.51	34.51	34.78	34.78
Grades 7-8	20.02	20.02	20.26	20.26
ADA Totals	<u>103.93</u>	<u>103.93</u>	<u>106.78</u>	<u>106.78</u>

*See independent auditor's report and the notes to the supplementary information.*

**EAST OAKLAND LEADERSHIP ACADEMY**  
**NOTES TO THE SUPPLEMENTARY INFORMATION**  
**For the Year Ended June 30, 2016**

**NOTE 1 – PURPOSE OF SCHEDULES**

**Schedule of Instructional Time**

This schedule presents information on the amount of instructional time offered by the Academy and whether the Academy complied with the corresponding provisions of the Education Code.

**Schedule of Average Daily Attendance**

Average daily attendance is a measurement of the number of pupils attending classes of the Academy. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

**Reconciliation of Annual Financial Report with Audited Financial Statements**

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Vicenti Lloyd + Stutzman LLP*

VICENTI, LLOYD & STUTZMAN LLP  
Glendora, CA  
January 17, 2017



## INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

<sup>1</sup>The School had no expenditures of Educator Effectiveness funding during the year ended June 30, 2016.

<sup>2</sup>The School had no expenditures of California Clean Energy Jobs Act funding during the year ended June 30, 2016

### Opinion on State Compliance

In our opinion, the Academy complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2016.

*Vicenti Lloyd + Stutzman LLP*

VICENTI, LLOYD & STUTZMAN LLP  
 Glendora, CA  
 January 17, 2017

**EAST OAKLAND LEADERSHIP ACADEMY**  
**STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS**  
**For the Year Ended June 30, 2016**

There were no findings and questioned costs related to the basic financial statements or state awards for the year ended June 20, 2015.

# CASH FLOW

## **Budget Narrative & Cash Flow Statement**

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Below is the financial information and narrative for the proposal of East Oakland Leadership Academy ("EOLA"). The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (the 5 years of operations for 2018-19 through 2022-23 inclusive).

## Students: Enrollment, Demographics and Average Daily Attendance

Revenues for EOLA will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 93% attendance rate. EOLA has achieved this level or better for several years.

EOLA has maintained steady enrollment of around 124 for several years, so this level is assumed to be constant throughout the renewal period. The following table shows EOLA's projected enrollment and ADA.

**Table A: Enrollment & ADA**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Projected Enrollment &amp; ADA by Grade</b>						
K-3rd Grade	64	64	64	64	64	64
4-6th Grade	42	42	42	42	42	42
7-8th Grade	18	18	18	18	18	18
<b>Total Projected Enrollment</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>
<b>Average Daily Attendance (ADA)</b>						
ADA %	93%	93%	93%	93%	93%	93%
<b>Total</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>

## Revenues

Adding up all revenues at the school, per-pupil funding is expected to be approximately \$14,000/ADA at EOLA. State revenue streams provide the largest source of funding making up about 74% of EOLA's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

**Table B: Summary of Projected Revenues**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Summary of Revenue Programs</b>						
State Aid - Revenue Limit	\$1,116,041	\$1,158,013	\$1,190,285	\$1,238,725	\$1,238,725	\$1,238,725
Federal Revenue	144,406	65,314	65,314	65,314	65,314	65,314
Other State Revenue	250,813	329,745	329,745	329,745	329,745	329,745
Other Local Revenue	25,430	23,400	23,400	23,400	23,400	23,400
<b>Total Revenues</b>	<b>\$1,536,690</b>	<b>\$1,576,472</b>	<b>\$1,608,745</b>	<b>\$1,657,185</b>	<b>\$1,657,185</b>	<b>\$1,657,185</b>
<i>State Revenues as % of Total</i>	72.6%	73.5%	74.0%	74.7%	74.7%	74.7%
<i>Revenues per ADA</i>	\$13,325	\$13,670	\$13,950	\$14,370	\$14,370	\$14,370

### State Revenues

State Revenues are estimated based on specific programs as identified below, with most of funding dependent upon the annual State budget and the school's student population.

### Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v18.2b released 8/7/2017) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at EOLA for each year of 77.5%.

The calculator accounts for the updated implementation and cost of living adjustment (COLA) rates. These projections show that starting in 2018-19, a total of \$134,510, or approximately \$1,166 per ADA, of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 21% of the LCFF revenues (or \$2,270 per ADA) are projected to be disbursed via In-Lieu Property Taxes.

**Table C: Projected State Revenues**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>State Aid - Revenue Limit</b>						
LCFF State Aid	\$713,390	\$761,681	\$793,954	\$842,394	\$842,394	\$842,394
Education Protection Account	140,830	134,510	134,510	134,510	134,510	134,510
In Lieu of Property Taxes	261,821	261,821	261,821	261,821	261,821	261,821
<b>Total State Revenue</b>	<b>\$1,116,041</b>	<b>\$1,158,012</b>	<b>\$1,190,285</b>	<b>\$1,238,725</b>	<b>\$1,238,725</b>	<b>\$1,238,725</b>

### Federal Revenues

#### Special Education

EOLA receives special education services through OUSD to ensure resources are provided to ensure compliant, efficient and effective delivery of services. Therefore, no Special Education revenues are assumed.

#### Title Programs

Based on a very high percentage of students qualifying for free and reduced-price meals, EOLA has received Title I, II and III funds and those funding streams are projected to continue during the renewal term.

#### Charter Facility Incentive Grant

This grant was received in prior years, but is expected to end after the 2017-18 year. However, it is expected that expiration of this Federal funding will enable access to a larger allocation of funding through the SB740 program (see below).

**Table D: Projected Federal Revenues**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Federal Revenue</b>						
Title I, Part A - Basic Low Income	56,821	56,821	56,821	56,821	56,821	56,821
Title II, Part A - Teacher Quality	5,879	5,879	5,879	5,879	5,879	5,879
Title III - Limited English	2,614	2,614	2,614	2,614	2,614	2,614
Charter Facility Incentive Grant	79,092	-	-	-	-	-
<b>Total Federal Revenue</b>	<b>\$114,406</b>	<b>\$65,314</b>	<b>\$65,314</b>	<b>\$65,314</b>	<b>\$65,314</b>	<b>\$65,314</b>



## Other State Revenues

### Lottery & Mandated Block Grant

Lottery funding is based upon a projection of \$194 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 25% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at \$42/ADA for grade 9-12. Since funding is dependent on the previous year's ADA, EOLA will not be eligible to receive the Mandate Block Grant funding until the second year of operations.

The Lottery funds have been included in year one and an accrual and receivable at the end of year one as the funds will be paid as a prior year adjustment during year two of operations.

### Charter School Facility Grant (SB740)

EOLA is projecting to have a FRPM Eligibility of 97%, and, therefore, expects to receive SB740 funding. The budget assumes SB740 funding based on the lesser of \$1,117 per ADA or 75% of the budgeted lease cost.

**Table E: Projected Other State Revenues**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Other State Revenue</b>						
School Facilities (SB740)	63,444	142,536	142,536	142,536	142,536	142,536
Mandated Cost	1,619	1,614	1,614	1,614	1,614	1,614
State Lottery	21,795	21,795	21,795	21,795	21,795	21,795
Prior Year Revenue	155	-	-	-	-	-
Other State Revenue	163,800	163,800	163,800	163,800	163,800	163,800
<b>Total Other State Revenue</b>	<b>\$250,813</b>	<b>\$329,745</b>	<b>\$329,745</b>	<b>\$329,745</b>	<b>\$329,745</b>	<b>\$329,745</b>

## Other Local Revenues

No philanthropy has been assumed in these projections for conservatism. EOLA leases portions of its facilities and expects to receive approximately \$23K of revenue per year from such rental activities.

**Table F: Summary of Projected Revenues**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Other Local Revenue</b>						
Lease and Rental Income	23,400	23,400	23,400	23,400	23,400	23,400
School Fundraising	100	-	-	-	-	-
Contributions, Unrestricted	1,930	-	-	-	-	-
<b>Total Federal Revenue</b>	<b>\$25,430</b>	<b>\$23,400</b>	<b>\$23,400</b>	<b>\$23,400</b>	<b>\$23,400</b>	<b>\$23,400</b>



The staffing tables associated with our financial projections are shown below:

**Table I: Staffing Summary**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Total Staffing</b>						
<b>Instructional Staff</b>						
Certificated Teachers	6.5	6.5	6.5	6.5	6.5	6.5
Other Instructional Staff	2.0	2.0	2.0	2.0	2.0	2.0
<b>Total Instructional Staff</b>	<b>8.5</b>	<b>8.5</b>	<b>8.5</b>	<b>8.5</b>	<b>8.5</b>	<b>8.5</b>
<b>Administrative Staff - Certified</b>						
	1.0	1.0	1.0	1.0	1.0	1.0
<b>Support and Administrative Staff</b>						
Support Staff - Classified (FTE)	2.0	2.0	2.0	2.0	2.0	2.0
Administrative - Classified (FTE)	1.0	1.0	1.0	1.0	1.0	1.0
Other Staff - Classified (FTE)	1.0	1.0	1.0	1.0	1.0	1.0
<b>Total Classified Staff</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>
<b>Total Staffing</b>	<b>13.5</b>	<b>13.5</b>	<b>13.5</b>	<b>13.5</b>	<b>13.5</b>	<b>13.5</b>

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes a 2% cost of living adjustment every year. Note that the projected total salary amounts in Table E also includes support staff costs.

**Table J: Average Budgeted Salary by Position**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Average Budgeted Salary by Position</b>						
Teachers	\$42,873	\$43,730	\$44,605	\$45,497	\$46,407	\$47,335
Administrative Staff - Certified	133,938	136,617	139,349	142,136	144,979	147,878

**Table K: Employee Benefits**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Employee Benefits</b>						
STRS	-	-	-	-	-	-
PERS	-	-	-	-	-	-
OASDI	40,658	42,708	43,206	44,070	44,951	45,850
Medicare	9,792	9,988	10,105	10,307	10,513	10,723
Health and Welfare	34,826	55,080	56,182	57,305	58,451	59,620
State Unemployment	8,395	7,744	7,350	7,350	7,350	7,350
Workers' Compensation	12,403	9,644	9,756	9,951	10,150	10,353
Other Benefits	-	-	-	-	-	-
<b>Total Benefits</b>	<b>\$106,074</b>	<b>\$125,163</b>	<b>\$126,598</b>	<b>\$128,983</b>	<b>\$131,416</b>	<b>\$133,897</b>

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. EOLA's employees participate in Social Security, Medicare, and workers' compensation, but do not participate in the State Teacher's Retirement System at this time. As such, all employees will be contributing to Social Security. The budget includes the employer portion of Social Security, but no employer contributions to STRS. Other employee benefits include health care insurance for employees who are scheduled to work at least 30 hours per week.

### **Books and Supplies and Food Services**

Many of the core programming cost projections after the initial start-up period from July 1, 2018 through the first day of school are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative. EOLA will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program.

**Table L: Books, Supplies, & Food Services**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Books &amp; Supplies</b>						
Textbooks and Core Curricula	\$7,095	\$7,237	\$7,381	\$7,529	\$7,680	\$7,833
Books and Other Materials	34	-	-	-	-	-
School Supplies	16,959	17,299	17,644	17,997	18,357	18,724
Special Activities/Field Trips	8,263	8,428	8,597	8,768	8,944	9,123
Software	6,332	6,459	6,588	6,720	6,854	6,991
<b>Total Books &amp; Supplies</b>	<b>\$38,683</b>	<b>\$39,422</b>	<b>\$40,210</b>	<b>\$41,015</b>	<b>\$41,835</b>	<b>\$42,671</b>

### **Other Expenses**

Many of the operating cost projections are based upon historical averages experienced at other independent charter schools in Los Angeles, such as communication costs, utilities, insurance, rent, and copier lease costs.

**Table M: Subagreement Services**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Subagreement Services</b>						
Nursing	\$450	\$459	\$468	\$478	\$487	\$497
Substitute Teacher	1,350	1,377	1,405	1,433	1,461	1,491
Security	3,000	3,060	3,121	3,184	3,247	3,312
<b>Total Subagreement Services</b>	<b>\$4,800</b>	<b>\$4,896</b>	<b>\$4,994</b>	<b>\$5,094</b>	<b>\$5,196</b>	<b>\$5,299</b>

## Professional Services

**Table N: Professional Services**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Professional Services</b>						
IT	\$4,500	\$4,590	\$4,682	\$4,775	\$4,871	\$4,968
Audit & Taxes	10,000	10,200	10,404	10,612	10,824	11,041
Legal	20,250	20,655	21,068	21,489	21,919	22,358
Professional Development	4,030	4,111	4,193	4,277	4,362	4,449
Payroll Service Fee	4,695	4,789	4,885	4,983	5,082	5,184
Management Fee	51,598	52,630	53,682	54,756	55,851	56,968
District Oversight Fee	11,160	11,580	11,903	12,387	12,387	12,387
SPED - Fees to OUSD	103,788	103,788	103,788	103,788	103,788	103,788
<b>Total Professional Services</b>	<b>\$210,021</b>	<b>\$212,343</b>	<b>\$214,605</b>	<b>\$217,067</b>	<b>\$219,085</b>	<b>\$221,143</b>

### *Special Education Costs*

The costs shown are fees that are charged by OUSD for providing SPED services to EOLA. The fees include psychological, speech language and occupational therapy services to EOLA's students with IEPs.

### *Management Fee*

EOLA has contracted with Charter Impact, Inc. to provide financial management services including financial reporting, accounts payable, and general accounting.

### *Authorizer Oversight Fee*

EOLA has projected that it will be required to pay a fee of 1% of general purpose revenues.

**Table O: Facilities, Repairs and Other Leases Expenses**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Facilities, Repairs and Other Leases</b>						
Rent	\$292,896	\$298,754	\$304,729	\$310,823	\$317,040	\$323,380
Equipment Leases	21,859	22,296	22,742	23,197	23,661	24,134
Other Leases	5,891	6,009	6,129	6,251	6,377	6,504
Real/Personal Property Taxes	10,000	10,200	10,404	10,612	10,824	11,041
Repairs and Maintenance	7,252	7,397	7,545	7,695	7,849	8,006
<b>Total Facilities, Repairs and Other Leases</b>	<b>\$337,897</b>	<b>\$344,655</b>	<b>\$351,548</b>	<b>\$358,579</b>	<b>\$365,751</b>	<b>\$373,066</b>

### *Facilities Rent*

EOLA leases 2 facilities.



**Table P: Operations and Housekeeping**

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Actual/Estimate	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Operations and Housekeeping</b>						
Auto and Travel	\$823	\$840	\$857	\$874	\$891	\$909
Business Meals	242	246	251	256	262	267
Insurance	5,829	5,946	6,065	6,186	6,310	6,436
Utilities	25,000	25,500	26,010	26,530	27,061	27,602
Janitorial/Trash Removal	5,117	5,219	5,323	5,430	5,538	5,649
Office Expense	2,500	2,550	2,601	2,653	2,706	2,760
Postage and Shipping	300	306	312	318	325	331
Other taxes and fees	4,000	4,080	4,162	4,245	4,330	4,416
Bank Charges	2,000	2,040	2,081	2,122	2,165	2,208
Public Relations/Recruitment	75	-	-	-	-	-
School Fundraising Expense	4,503	4,593	4,685	4,779	4,874	4,972
Communications	5,000	5,100	5,202	5,306	5,412	5,520
<b>Total Operations and Housekeeping</b>	<b>\$55,389</b>	<b>\$56,420</b>	<b>\$57,549</b>	<b>\$58,700</b>	<b>\$59,874</b>	<b>\$61,071</b>

**Other Outgo and Transfers**

In the past few years, EOLA has managed cash shortages through factoring of receivables. Although reliance on factoring has diminished slightly, it is expected that factoring will continue to be necessary through the 2019-2020 year, when sufficient cash balances will be available to sustain ongoing operations without such factoring. However, until then, interest will be incurred which are shown below.

EOLA has limited fixed assets to be depreciated.

**Table Q: Interest and Depreciation**

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Actual/Estimate	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Interest</b>						
Depreciation	\$7,667	\$7,820	\$7,976	\$8,136	\$8,299	\$8,465
Interest	55,127	43,200	35,100	-	-	-
<b>Total Interest</b>	<b>\$62,794</b>	<b>\$51,020</b>	<b>\$43,076</b>	<b>\$8,136</b>	<b>\$8,299</b>	<b>\$8,465</b>

**Cash Flow**

**Ending Cash Balance**

As described above, factoring of Accounts Receivable has been necessary to maintain adequate cash balance for operations. It is expected that factoring will continue to be necessary through the end of 2018-19, when such need will start to diminish. It is expected that factoring will no longer be necessary starting in 2019-20 and thereafter. The cash balance is expected to be approximately \$11K at the end of the 2018-19 year with \$54K of AR factoring outstanding. At the end of 2019-20, that balance is expected to be \$135K with no outstanding factoring balance and is expected to grow to more than 28% of expenditures by the end of the 2022-23 year.



**Table R: Statement of Activities & Cash Balance**

	2017-18 <i>Actual/Estimate</i>	2018-19 <i>Year 1</i>	2019-20 <i>Year 2</i>	2020-21 <i>Year 3</i>	2021-22 <i>Year 4</i>	2022-23 <i>Year 5</i>
<b>Statement of Activities</b>						
<b>Revenues</b>						
State Aid - Revenue Limit	\$1,116,041	\$1,158,013	\$1,190,285	\$1,238,725	\$1,238,725	\$1,238,725
Federal Revenue	144,406	65,314	65,314	65,314	65,314	65,314
Other State Revenue	250,813	329,745	329,745	329,745	329,745	329,745
Other Local Revenue	25,430	23,400	23,400	23,400	23,400	23,400
<b>Total Revenues</b>	<b>\$1,536,690</b>	<b>\$1,576,472</b>	<b>\$1,608,745</b>	<b>\$1,657,185</b>	<b>\$1,657,185</b>	<b>\$1,657,185</b>
<b>Expenses</b>						
Certificated Salaries	\$438,282	\$458,580	\$467,751	\$477,106	\$486,648	\$496,381
Classified Salaries	225,462	230,252	229,114	233,696	238,370	243,138
Employee Benefits	106,074	125,163	126,598	128,983	131,416	133,897
Books & Supplies	38,683	39,422	40,210	41,015	41,835	42,671
Subagreement Services	4,800	4,896	4,994	5,094	5,196	5,300
Professional Services	210,021	212,343	214,605	217,067	219,085	221,143
Facilities, Repairs and Other Leases	337,897	344,655	351,548	358,579	365,751	373,066
Operations and Housekeeping	55,389	56,420	57,549	58,700	59,874	61,071
Depreciation and Interest	62,794	51,020	43,076	8,136	8,299	8,465
<b>Total Expenses</b>	<b>\$1,479,401</b>	<b>\$1,522,751</b>	<b>\$1,535,446</b>	<b>\$1,528,376</b>	<b>\$1,556,473</b>	<b>\$1,585,132</b>
<b>Increase/(Decrease) of Net Assets</b>	<b>\$57,289</b>	<b>\$53,721</b>	<b>\$73,299</b>	<b>\$128,809</b>	<b>\$100,712</b>	<b>\$72,053</b>
Beginning Cash Balance	96,982	96,444	110,873	135,273	267,902	376,912
<b>Ending Cash Balance</b>	<b>\$96,444</b>	<b>\$110,873</b>	<b>\$135,273</b>	<b>\$267,902</b>	<b>\$376,912</b>	<b>\$457,429</b>
<b>Cash Balance (% of Expenditures)</b>	<b>6.5%</b>	<b>7.3%</b>	<b>8.8%</b>	<b>17.5%</b>	<b>24.2%</b>	<b>28.9%</b>
AR Factoring Balance at End of Year	\$108,000	\$54,000	-	-	-	-

**Revenues**

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-9-9 payment schedule. We have used this schedule to project our cash flow position for EOLA's next five years. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

**State Aid – Revenue Limit**

The State Aid – Revenue Limit funds come from a combination of three sources: In Lieu Property Taxes, State Aid, and Education Protection Account. The district where the school is located pays the Charter School an In-Lieu Property Tax amount per ADA near the end of each month. State Aid is due from the state on or before the end of the month and is paid monthly from July to June on a 5-5-9 schedule. Based on the typical timing of funds coming through Los Angeles County to a school bank account, we have assumed a one-month delay in the payments. The Economic Protection Account flows quarterly in September, December, March

and June. Again, for conservatism, we have assumed that all receipts will be delayed to the month following their scheduled payment.

*California Lottery*

State Lottery Revenues are paid according to the prior year's ADA, and are paid quarterly except in year 1 of operations when they are accrued at the end of the year to be received as an adjustment in year 2.

*Expenditures*

The most significant part of EOLA's cost structure is staff compensation which is generally paid evenly throughout the year except in July when most staff are not working prior to the start of the school year.

**Fund Balance**

The fund balance is expected to above the CDE-recommended levels in every year and grow to over 50% by the end of the 2022-23 year.

**Table S: Statement of Fund Balance**

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	<i>Actual/Estimate</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<b>Fund Balance</b>						
Beginning Fund Balance	\$321,066	\$378,355	\$432,076	\$505,375	\$634,184	\$734,895
Increase/(Decrease) in Net Assets	57,289	53,721	73,299	128,809	100,712	72,053
<b>Ending Fund Balance</b>	<b>\$378,355</b>	<b>\$432,076</b>	<b>\$505,375</b>	<b>\$634,184</b>	<b>\$734,895</b>	<b>\$806,948</b>
<b>Fund Balance (% of Expenditures)</b>	<b>25.6%</b>	<b>28.4%</b>	<b>32.9%</b>	<b>41.5%</b>	<b>47.2%</b>	<b>50.9%</b>

# East Oakland Leadership Academy

## Multi-Year Forecast

Revised 10/30/17



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
<b>Assumptions</b>						
Revenue COLA (other than LCFF funds)	n/a	0.00%	0.00%	0.00%	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%	2.00%	2.00%
Enrollment	124.00	124.00	124.00	124.00	124.00	124.00
Average Daily Attendance	115.32	115.32	115.32	115.32	115.32	115.32
<b>Revenues</b>						
<b>State Aid - Revenue Limit</b>						
8011 LCFF State Aid	713,390	761,681	793,954	842,394	842,394	842,394
8012 Education Protection Account	140,830	134,510	134,510	134,510	134,510	134,510
8096 In Lieu of Property Taxes	261,821	261,821	261,821	261,821	261,821	261,821
	<u>1,116,041</u>	<u>1,158,013</u>	<u>1,190,285</u>	<u>1,238,725</u>	<u>1,238,725</u>	<u>1,238,725</u>
<b>Federal Revenue</b>						
8290 Title I, Part A - Basic Low Income	56,821	56,821	56,821	56,821	56,821	56,821
8291 Title II, Part A - Teacher Quality	5,879	5,879	5,879	5,879	5,879	5,879
8293 Title III - Limited English	2,614	2,614	2,614	2,614	2,614	2,614
8295 Charter Facility Incentive Grant	79,092	-	-	-	-	-
	<u>144,406</u>	<u>65,314</u>	<u>65,314</u>	<u>65,314</u>	<u>65,314</u>	<u>65,314</u>
<b>Other State Revenue</b>						
8545 School Facilities (SB740)	63,444	142,536	142,536	142,536	142,536	142,536
8550 Mandated Cost	1,619	1,614	1,614	1,614	1,614	1,614
8560 State Lottery	21,795	21,795	21,795	21,795	21,795	21,795
8598 Prior Year Revenue	155	-	-	-	-	-
8599 Other State Revenue	163,800	163,800	163,800	163,800	163,800	163,800
	<u>250,813</u>	<u>329,745</u>	<u>329,745</u>	<u>329,745</u>	<u>329,745</u>	<u>329,745</u>
<b>Other Local Revenue</b>						
8650 Lease and Rental Income	23,400	23,400	23,400	23,400	23,400	23,400
8699 School Fundraising	100	-	-	-	-	-
8980 Contributions, Unrestricted	1,930	-	-	-	-	-
	<u>25,430</u>	<u>23,400</u>	<u>23,400</u>	<u>23,400</u>	<u>23,400</u>	<u>23,400</u>
<b>Total Revenue</b>	<b>\$ 1,536,690</b>	<b>\$ 1,576,472</b>	<b>\$ 1,608,745</b>	<b>\$ 1,657,185</b>	<b>\$ 1,657,185</b>	<b>\$ 1,657,185</b>
<b>Expenses</b>						
<b>Certificated Salaries</b>						
1100 Teachers' Salaries	304,338	321,963	328,402	334,970	341,670	348,503
1300 Administrators' Salaries	133,943	136,617	139,349	142,136	144,979	147,878
	<u>438,282</u>	<u>458,580</u>	<u>467,751</u>	<u>477,106</u>	<u>486,648</u>	<u>496,381</u>
<b>Classified Salaries</b>						
2100 Instructional Salaries	772	-	-	-	-	-
2200 Support Salaries	94,610	96,502	98,432	100,401	102,409	104,457
2400 Clerical and Office Staff Salaries	37,200	39,012	34,049	34,730	35,425	36,134
2900 Other Classified Salaries	92,880	94,738	96,632	98,565	100,536	102,547
	<u>225,462</u>	<u>230,252</u>	<u>229,114</u>	<u>233,696</u>	<u>238,370</u>	<u>243,138</u>
<b>Benefits</b>						
3301 OASDI	40,658	42,708	43,206	44,070	44,951	45,850
3311 Medicare	9,792	9,988	10,105	10,307	10,513	10,723
3401 Health and Welfare	34,826	55,080	56,182	57,305	58,451	59,620
3501 State Unemployment	8,395	7,744	7,350	7,350	7,350	7,350
3601 Workers' Compensation	12,403	9,644	9,756	9,951	10,150	10,353
	<u>106,074</u>	<u>125,163</u>	<u>126,598</u>	<u>128,983</u>	<u>131,416</u>	<u>133,897</u>

# East Oakland Leadership Academy

## Multi-Year Forecast

Revised 10/30/17



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
<b>Books and Supplies</b>						
4100 Textbooks and Core Curricula	7,095	7,237	7,381	7,529	7,680	7,833
4200 Books and Other Materials	34					
4302 School Supplies	16,959	17,299	17,644	17,997	18,357	18,724
4303 Special Activities/Field Trips	8,263	8,428	8,597	8,768	8,944	9,123
4305 Software	6,332	6,459	6,588	6,720	6,854	6,991
	<u>38,683</u>	<u>39,422</u>	<u>40,210</u>	<u>41,015</u>	<u>41,835</u>	<u>42,671</u>
<b>Subagreement Services</b>						
5101 Nursing	450	459	468	478	487	497
5103 Substitute Teacher	1,350	1,377	1,405	1,433	1,461	1,491
5105 Security	3,000	3,060	3,121	3,184	3,247	3,312
	<u>4,800</u>	<u>4,896</u>	<u>4,994</u>	<u>5,094</u>	<u>5,196</u>	<u>5,300</u>
<b>Professional/Consulting Services</b>						
5801 IT	4,500	4,590	4,682	4,775	4,871	4,968
5802 Audit & Taxes	10,000	10,200	10,404	10,612	10,824	11,041
5803 Legal	20,250	20,655	21,068	21,489	21,919	22,358
5804 Professional Development	4,030	4,111	4,193	4,277	4,362	4,449
5810 Payroll Service Fee	4,695	4,789	4,885	4,983	5,082	5,184
5811 Management Fee	51,598	52,630	53,682	54,756	55,851	56,968
5812 District Oversight Fee	11,160	11,580	11,903	12,387	12,387	12,387
5814 SELPA Fees	103,788	103,788	103,788	103,788	103,788	103,788
	<u>210,021</u>	<u>212,343</u>	<u>214,605</u>	<u>217,067</u>	<u>219,085</u>	<u>221,143</u>
<b>Facilities, Repairs and Other Leases</b>						
5601 Rent	292,896	298,754	304,729	310,823	317,040	323,380
5602 Additional Rent	-	-	-	-	-	-
5603 Equipment Leases	21,859	22,296	22,742	23,197	23,661	24,134
5604 Other Leases	5,891	6,009	6,129	6,251	6,377	6,504
5605 Real/Personal Property Taxes	10,000	10,200	10,404	10,612	10,824	11,041
5610 Repairs and Maintenance	7,252	7,397	7,545	7,695	7,849	8,006
	<u>337,897</u>	<u>344,655</u>	<u>351,548</u>	<u>358,579</u>	<u>365,751</u>	<u>373,066</u>
<b>Operations and Housekeeping</b>						
5201 Auto and Travel	823	840	857	874	891	909
5203 Business Meals	242	246	251	256	262	267
5400 Insurance	5,829	5,946	6,065	6,186	6,310	6,436
5501 Utilities	25,000	25,500	26,010	26,530	27,061	27,602
5502 Janitorial/Trash Removal	5,117	5,219	5,323	5,430	5,538	5,649
5510 Office Expense	2,500	2,550	2,601	2,653	2,706	2,760
5511 Postage and Shipping	300	306	312	318	325	331
5513 Other taxes and fees	4,000	4,080	4,162	4,245	4,330	4,416
5514 Bank Charges	2,000	2,040	2,081	2,122	2,165	2,208
5515 Public Relations/Recruitment	75					
5530 School Fundraising Expense	4,503	4,593	4,685	4,779	4,874	4,972
5900 Communications	5,000	5,100	5,202	5,306	5,412	5,520
	<u>55,389</u>	<u>56,420</u>	<u>57,549</u>	<u>58,700</u>	<u>59,874</u>	<u>61,071</u>
<b>Depreciation</b>						
6900 Depreciation Expense	7,667	7,820	7,976	8,136	8,299	8,465
	<u>7,667</u>	<u>7,820</u>	<u>7,976</u>	<u>8,136</u>	<u>8,299</u>	<u>8,465</u>
<b>Interest</b>						
7438 Interest Expense	55,127	43,200	35,100	-	-	-
	<u>55,127</u>	<u>43,200</u>	<u>35,100</u>	<u>-</u>	<u>-</u>	<u>-</u>



# East Oakland Leadership Academy

Multi-Year Forecast

Revised 10/30/17



	2017-18 Forecast	2018-19 Forecast	2019-20 Forecast	2020-21 Forecast	2021-22 Forecast	2022-23 Forecast
Total Expenses	\$ 1,479,401	\$ 1,522,751	\$ 1,535,446	\$ 1,528,376	\$ 1,556,473	\$ 1,585,132
Surplus (Deficit)	\$ 57,289	\$ 53,721	\$ 73,299	\$ 128,809	\$ 100,712	\$ 72,053
Fund Balance, Beginning of Year	\$ 321,066	\$ 378,355	\$ 432,076	\$ 505,375	\$ 634,184	\$ 734,895
Fund Balance, End of Year	\$ 378,355	\$ 432,076	\$ 505,375	\$ 634,184	\$ 734,895	\$ 806,948
	25.6%	28.4%	32.9%	41.5%	47.2%	50.9%

## Cash Flow Adjustments

Surplus (Deficit)	57,289	53,721	73,299	128,809	100,712	72,053
Cash Flows From Operating Activities						
Depreciation/Amortization	7,667	7,820	7,976	8,136	8,299	8,465
Public Funding Receivables	15,920	17,027	(2,905)	(4,360)	-	-
Grants and Contributions Rec.	(700)	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-
Prepaid Expenses	2,295	-	-	-	-	-
Other Assets	-	-	-	-	-	-
Accounts Payable	20,131	(10,139)	29	44	-	-
Accrued Expenses	(8,847)	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-
Cash Flows From Investing Activities						
Purchases of Prop. And Equip.	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-
Cash Flows From Financing Activities						
Proceeds from Factoring	537,100	432,000	351,000	-	-	-
Payments on Factoring	(599,300)	(486,000)	(405,000)	-	-	-
Proceeds(Payments) on Debt	(32,093)	-	-	-	-	-
Total Change in Cash	(538)	14,430	24,400	132,629	109,010	80,517
Cash, Beginning of Year	96,982	96,444	110,873	135,273	267,902	376,912
Cash, End of Year	\$ 96,444	\$ 110,873	\$ 135,273	\$ 267,902	\$ 376,912	\$ 457,429

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY18-19

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19		Year-End Accruals
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	38,084	38,084	68,551	68,551	68,551	68,551	68,551	68,551	68,551	68,551	68,551	68,551	761,681
8012 Education Protection Account	-	-	-	35,207	-	-	35,207	-	-	30,468	-	-	33,628	134,510
8096 In Lieu of Property Taxes	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	261,821	
	15,709	69,503	59,030	124,704	89,497	89,497	124,704	105,206	86,879	117,346	86,879	86,879	1,158,013	
<b>Federal Revenue</b>														
8290 Title I, Part A - Basic Low Income	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821
8291 Title II, Part A - Teacher Quality	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	2,614	-	2,614
8295 Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	15,675	65,314
<b>Other State Revenue</b>														
8545 School Facilities (SB740)	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536
8550 Mandated Cost	-	-	-	-	-	1,614	-	-	-	-	-	-	-	1,614
8560 State Lottery	-	-	-	-	-	-	5,449	-	-	5,449	-	-	10,898	21,795
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	-	-	106,470	-	-	-	-	40,950	-	-	-	163,800
	-	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	-	329,745
<b>Other Local Revenue</b>														
8650 Lease and Rental Income	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
8699 School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
<b>Total Revenue</b>	<b>17,659</b>	<b>71,453</b>	<b>76,655</b>	<b>126,654</b>	<b>197,917</b>	<b>108,737</b>	<b>203,371</b>	<b>107,156</b>	<b>104,504</b>	<b>165,695</b>	<b>124,463</b>	<b>91,443</b>	<b>1,576,472</b>	
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	5,469	30,357	28,614	28,614	28,614	28,614	28,614	28,614	28,614	28,614	28,614	28,614	-	321,963
1300 Administrators' Salaries	11,384	11,384	11,384	11,385	11,385	11,385	11,385	11,385	11,385	11,385	11,385	11,385	-	136,617
	16,854	41,742	39,998	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	-	458,580
<b>Classified Salaries</b>														
2100 Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 Support Salaries	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	-	96,502
2400 Clerical and Office Staff Salaries	-	3,546.56	3,547	3,547	3,547	3,547	3,547	3,547	3,547	3,547	3,547	3,547	-	39,012
2900 Other Classified Salaries	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	-	94,738
	15,937	19,483	19,483	19,483	19,483	19,483	19,483	19,483	19,483	19,483	19,483	19,483	-	230,252
<b>Benefits</b>														
3301 OASDI	2,070	3,830	3,719	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	-	42,708
3311 Medicare	470	870	845	867	867	867	867	867	867	867	867	867	-	9,988
3401 Health and Welfare	4,054	4,428	3,896	4,745	4,745	4,745	4,745	4,745	4,745	4,745	4,745	4,745	-	55,080
3501 State Unemployment	-	481	182	787	787	787	787	787	787	787	787	787	-	7,744
3601 Workers' Compensation	818	1,050	778	778	778	778	778	778	778	778	778	778	-	9,644
	7,412	10,659	9,419	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	-	125,163
<b>Books and Supplies</b>														
4100 Textbooks and Core Curricula Mat	-	-	1,882	1,785	1,785	1,785	-	-	-	-	-	-	-	7,237
4200 Books and Other Reference Mater	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies	20	-	3,508	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	-	17,299
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	2,809	2,809	2,809	-	-	-	8,428
4305 Software	-	5,541	-	102	102	102	102	102	102	102	102	102	-	6,459
	20	5,541	5,390	3,417	3,417	3,417	1,632	4,441	4,441	4,441	1,632	1,632	-	39,422



# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY18-19

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2		Annual Forecast
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	51	51	51	51	51	51	51	51	51	-	459
5103 Substitute Teacher	-	-	-	153	153	153	153	153	153	153	153	153	-	1,377
5105 Security	-	426	102	281	281	281	281	281	281	281	281	281	-	3,060
	-	426	102	485	485	485	485	485	485	485	485	485	-	4,896
<b>Professional/Consulting Services</b>														
5801 IT	-	-	-	510	510	510	510	510	510	510	510	510	-	4,590
5802 Audit & Taxes	-	-	-	-	8,500	-	-	-	850	850	-	-	-	10,200
5803 Legal	-	-	-	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	20,655
5804 Professional Development	-	2,275	-	204	204	204	204	204	204	204	204	204	-	4,111
5810 Payroll Service Fee	336	397	384	408	408	408	408	408	408	408	408	408	-	4,789
5811 Management Fee	3,272	3,272	5,472	4,513	4,513	4,513	4,513	4,513	4,513	4,513	4,513	4,513	-	52,630
5812 District Oversight Fee	157	695	590	1,247	895	895	1,247	1,052	869	1,173	869	869	1021,78832	11,580
5814 SELPA Fees	-	-	-	-	-	-	34,596	-	34,596	-	-	-	34,596	103,788
	3,765	6,639	6,446	9,177	17,325	8,825	43,773	8,982	44,244	9,953	8,798	8,798	35,618	212,343
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	-	298,754
5603 Equipment Leases	1,958	2,763	853	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	-	22,296
5604 Other Leases	-	-	-	668	668	668	668	668	668	668	668	668	-	6,009
5605 Real/Personal Property Taxes	-	332	-	1,096	1,096	1,096	1,096	1,096	1,096	1,096	1,096	1,096	-	10,200
5610 Repairs and Maintenance	-	1,437	1,369	510	510	510	510	510	510	510	510	510	-	7,397
	26,854	29,428	27,118	29,028	29,028	29,028	29,028	29,028	29,028	29,028	29,028	29,028	-	344,655
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	800	-	40	-	-	-	-	-	-	-	-	-	-	840
5203 Business Meals	42	-	204	-	-	-	-	-	-	-	-	-	-	246
5400 Insurance	540	540	-	541	541	541	541	541	541	541	541	541	-	5,946
5501 Utilities	512	1,706	1,734	2,394	2,394	2,394	2,394	2,394	2,394	2,394	2,394	2,394	-	25,500
5502 Janitorial/Trash Removal	-	194	434	510	510	510	510	510	510	510	510	510	-	5,219
5510 Office Expense	41	-	232	253	253	253	253	253	253	253	253	253	-	2,550
5511 Postage and Shipping	-	-	24	31	31	31	31	31	31	31	31	31	-	306
5513 Other taxes and fees	-	-	413	407	407	407	407	407	407	407	407	407	-	4,080
5514 Bank Charges	31	31	31	216	216	216	216	216	216	216	216	216	-	2,040
5515 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5530 School Fundraising Expense	-	-	3	510	510	510	510	510	510	510	510	510	-	4,593
5900 Communications	256	545	380	436	436	436	436	436	436	436	436	436	-	5,100
	2,221	3,016	3,496	5,299	5,299	5,299	5,299	5,299	5,299	5,299	5,299	5,299	-	56,420
<b>Depreciation</b>														
6900 Depreciation Expense	793	510	652	652	652	652	652	652	652	652	652	652	-	7,820
	793	510	652	652	652	652	652	652	652	652	652	652	-	7,820
<b>Interest</b>														
7438 Interest Expense	-	10,800	10,800	-	-	10,800	-	-	10,800	-	-	-	-	43,200
	-	10,800	10,800	-	-	10,800	-	-	10,800	-	-	-	-	43,200
<b>Total Expenses</b>	<b>73,856</b>	<b>128,243</b>	<b>122,905</b>	<b>118,392</b>	<b>126,540</b>	<b>128,840</b>	<b>151,203</b>	<b>119,221</b>	<b>165,284</b>	<b>120,193</b>	<b>116,229</b>	<b>116,229</b>	<b>35,618</b>	<b>1,522,751</b>
<b>Monthly Surplus (Deficit)</b>	<b>(56,197)</b>	<b>(56,791)</b>	<b>(46,250)</b>	<b>8,263</b>	<b>71,377</b>	<b>(20,103)</b>	<b>52,168</b>	<b>(12,065)</b>	<b>(60,780)</b>	<b>45,503</b>	<b>8,234</b>	<b>(24,786)</b>	<b>145,148</b>	<b>53,721</b>

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY18-19

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1				P-2		Annual Forecast	
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19		Year-End Accruals
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(56,197)	(56,791)	(46,250)	8,263	71,377	(20,103)	52,168	(12,065)	(60,780)	45,503	8,234	(24,786)	145,148	53,721
Cash flows from operating activities														
Depreciation/Amortization	793	510	652	652	652	652	652	652	652	652	652	652	-	7,820
Public Funding Receivables	119,233	-	16,380	-	15,861	10,870	35,448	-	-	-	-	-	(180,765)	17,027
Accounts Payable	(45,756)	-	-	-	-	-	-	-	-	-	-	-	35,618	(10,139)
Proceeds from Factoring	-	108,000	108,000	-	-	108,000	-	-	108,000	-	-	-	-	432,000
Payments on Factoring	(54,000)	(27,000)	(27,000)	(54,000)	(54,000)	(54,000)	(54,000)	-	(54,000)	(54,000)	-	(54,000)	-	(486,000)
Total Change in Cash	(35,927)	24,719	51,782	(45,086)	33,890	45,419	34,268	(11,413)	(6,128)	(7,846)	8,886	(78,134)		
Cash, Beginning of Month	96,444	60,517	85,236	137,018	91,932	125,822	171,241	205,509	194,096	187,967	180,122	189,007		
<b>Cash, End of Month</b>	<b>60,517</b>	<b>85,236</b>	<b>137,018</b>	<b>91,932</b>	<b>125,822</b>	<b>171,241</b>	<b>205,509</b>	<b>194,096</b>	<b>187,967</b>	<b>180,122</b>	<b>189,007</b>	<b>110,873</b>		

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY19-20

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20		Year-End Accruals
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	39,698	39,698	71,456	71,456	71,456	71,456	71,456	71,456	71,456	71,456	71,456	71,456	793,954
8012 Education Protection Account	-	-	-	33,628	-	-	33,628	-	-	33,628	-	-	33,628	134,510
8096 In Lieu of Property Taxes	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	-	261,821
	15,709	71,116	60,643	126,029	92,402	92,402	126,029	108,111	89,783	123,411	89,783	89,783	105,083	1,190,285
<b>Federal Revenue</b>														
8290 Title I, Part A - Basic Low Income	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821
8291 Title II, Part A - Teacher Quality	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	2,614	-	2,614
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	15,675	65,314
<b>Other State Revenue</b>														
8545 School Facilities (SB740)	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536
8550 Mandated Cost	-	-	-	-	-	1,614	-	-	-	-	-	-	-	1,614
8560 State Lottery	-	-	-	-	-	-	5,449	-	-	5,449	-	-	10,898	21,795
8599 Other State Revenue	-	-	-	-	106,470	-	-	-	-	40,950	-	-	16,380	163,800
	-	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	62,912	329,745
<b>Other Local Revenue</b>														
8650 Lease and Rental Income	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
<b>Total Revenue</b>	<b>17,659</b>	<b>73,066</b>	<b>78,268</b>	<b>127,979</b>	<b>200,822</b>	<b>111,641</b>	<b>204,696</b>	<b>110,061</b>	<b>107,408</b>	<b>171,760</b>	<b>127,367</b>	<b>94,347</b>	<b>183,670</b>	<b>1,608,745</b>
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	5,579	30,964	29,186	29,186	29,186	29,186	29,186	29,186	29,186	29,186	29,186	29,186	-	328,402
1300 Administrators' Salaries	11,612	11,612	11,612	11,613	11,613	11,613	11,613	11,613	11,613	11,613	11,613	11,613	-	139,349
	17,191	42,576	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	-	467,751
<b>Classified Salaries</b>														
2200 Support Salaries	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	-	98,432
2400 Clerical and Office Staff Salaries	-	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	-	34,049
2900 Other Classified Salaries	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	-	96,632
	16,255	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	-	229,114
<b>Benefits</b>														
3301 OASDI	2,094	3,875	3,763	3,719	3,719	3,719	3,719	3,719	3,719	3,719	3,719	3,719	-	43,206
3311 Medicare	476	880	855	877	877	877	877	877	877	877	877	877	-	10,105
3401 Health and Welfare	4,135	4,517	3,973	4,840	4,840	4,840	4,840	4,840	4,840	4,840	4,840	4,840	-	56,182
3501 State Unemployment	-	456	173	747	747	747	747	747	747	747	747	747	-	7,350
3601 Workers' Compensation	828	1,062	787	787	787	787	787	787	787	787	787	787	-	9,756
	7,533	10,790	9,550	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	-	126,598
<b>Books and Supplies</b>														
4100 Textbooks and Core Curricula Mat	-	-	1,919	1,821	1,821	1,821	-	-	-	-	-	-	-	7,381
4302 School Supplies	20	-	3,579	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	-	17,644
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	2,866	2,866	2,866	-	-	-	8,597
430S Software	-	5,651	-	104	104	104	104	104	104	104	104	104	-	6,588
	20	5,651	5,498	3,485	3,485	3,485	1,665	4,530	4,530	4,530	1,665	1,665	-	40,210

# East Oakland Leadership Academy

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ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20		Year-End Accruals
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	52	52	52	52	52	52	52	52	52	-	468
5103 Substitute Teacher	-	-	-	156	156	156	156	156	156	156	156	156	-	1,405
5105 Security	-	434	104	287	287	287	287	287	287	287	287	287	-	3,121
	-	434	104	495	495	495	495	495	495	495	495	495	-	4,994
<b>Professional/Consulting Services</b>														
5801 IT	-	-	-	520	520	520	520	520	520	520	520	520	-	4,682
5802 Audit & Taxes	-	-	-	-	8,670	-	-	-	867	867	-	-	-	10,404
5803 Legal	-	-	-	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	-	21,068
5804 Professional Development	-	2,320	-	208	208	208	208	208	208	208	208	208	-	4,193
5805 General Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5810 Payroll Service Fee	342	405	392	416	416	416	416	416	416	416	416	416	-	4,885
5811 Management Fee	3,338	3,338	5,581	4,603	4,603	4,603	4,603	4,603	4,603	4,603	4,603	4,603	-	53,682
5812 District Oversight Fee	157	711	606	1,260	924	924	1,260	1,081	898	1,234	898	898	-	11,903
5814 SELPA Fees	-	-	-	-	-	-	34,596	-	34,596	-	-	-	-	103,788
	3,837	6,774	6,580	9,349	17,682	9,012	43,945	9,169	44,449	10,189	8,986	8,986	-	214,605
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	-	304,729
5603 Equipment Leases	1,997	2,818	870	1,895	1,895	1,895	1,895	1,895	1,895	1,895	1,895	1,895	-	22,742
5604 Other Leases	-	-	-	681	681	681	681	681	681	681	681	681	-	6,129
5605 Real/Personal Property Taxes	-	338	-	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	-	10,404
5610 Repairs and Maintenance	-	1,466	1,397	520	520	520	520	520	520	520	520	520	-	7,545
	27,391	30,017	27,661	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	-	351,548
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	816	-	41	-	-	-	-	-	-	-	-	-	-	857
5203 Business Meals	43	-	208	-	-	-	-	-	-	-	-	-	-	251
5400 Insurance	551	551	-	551	551	551	551	551	551	551	551	551	-	6,065
5501 Utilities	522	1,740	1,769	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	-	26,010
5502 Janitorial/Trash Removal	-	198	443	520	520	520	520	520	520	520	520	520	-	5,323
5510 Office Expense	42	-	237	258	258	258	258	258	258	258	258	258	-	2,601
5511 Postage and Shipping	-	-	25	32	32	32	32	32	32	32	32	32	-	312
5513 Other taxes and fees	-	-	421	416	416	416	416	416	416	416	416	416	-	4,162
5514 Bank Charges	31	31	31	221	221	221	221	221	221	221	221	221	-	2,081
5530 School Fundraising Expense	-	-	3	520	520	520	520	520	520	520	520	520	-	4,685
5900 Communications	261	555	387	444	444	444	444	444	444	444	444	444	-	5,202
	2,266	3,076	3,566	5,405	5,405	5,405	5,405	5,405	5,405	5,405	5,405	5,405	-	57,549
<b>Depreciation</b>														
6900 Depreciation Expense	809	520	665	665	665	665	665	665	665	665	665	665	-	7,976
	809	520	665	665	665	665	665	665	665	665	665	665	-	7,976
<b>Interest</b>														
7438 Interest Expense	2,700	10,800	-	10,800	-	-	-	-	10,800	-	-	-	-	35,100
	2,700	10,800	-	10,800	-	-	-	-	10,800	-	-	-	-	35,100
<b>Total Expenses</b>	<b>78,002</b>	<b>129,990</b>	<b>113,772</b>	<b>130,926</b>	<b>128,459</b>	<b>119,789</b>	<b>152,901</b>	<b>120,991</b>	<b>167,071</b>	<b>122,011</b>	<b>117,943</b>	<b>117,943</b>	<b>39,647</b>	<b>1,535,446</b>
<b>Monthly Surplus (Deficit)</b>	<b>(60,343)</b>	<b>(56,924)</b>	<b>(35,503)</b>	<b>(2,947)</b>	<b>72,362</b>	<b>(8,148)</b>	<b>51,795</b>	<b>(10,930)</b>	<b>(59,663)</b>	<b>49,748</b>	<b>9,425</b>	<b>(23,595)</b>	<b>211,022</b>	<b>73,299</b>

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY19-20

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20		Year-End Accruals
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(60,343)	(56,924)	(35,503)	(2,947)	72,362	(8,148)	51,795	(10,930)	(59,663)	49,748	9,425	(23,595)	148,023	73,299
Cash flows from operating activities														
Depreciation/Amortization	809	520	665	665	665	665	665	665	665	665	665	665	-	7,976
Public Funding Receivables	102,179	35,634	10,898	-	-	-	32,055	-	-	-	-	-	(183,670)	(2,905)
Accounts Payable	(35,618)	-	-	-	-	-	-	-	-	-	-	-	35,647	29
Proceeds from Factoring	27,000	108,000	-	108,000	-	-	-	-	108,000	-	-	-	-	351,000
Payments on Factoring	(54,000)	-	(27,000)	(54,000)	(54,000)	(54,000)	(54,000)	-	-	-	(54,000)	(54,000)	-	(405,000)
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>(19,973)</b>	<b>87,230</b>	<b>(50,941)</b>	<b>51,718</b>	<b>19,027</b>	<b>(61,484)</b>	<b>30,514</b>	<b>(10,266)</b>	<b>49,002</b>	<b>50,413</b>	<b>(43,911)</b>	<b>(76,931)</b>		
Cash, Beginning of Month	110,873	90,901	178,131	127,190	178,908	197,935	136,451	166,965	156,700	205,702	256,115	212,204		
<b>Cash, End of Month</b>	<b>90,901</b>	<b>178,131</b>	<b>127,190</b>	<b>178,908</b>	<b>197,935</b>	<b>136,451</b>	<b>166,965</b>	<b>156,700</b>	<b>205,702</b>	<b>256,115</b>	<b>212,204</b>	<b>135,273</b>		



# East Oakland Leadership Academy

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	Prior Year P2 and PENSEC Estimates						P-1					P-2		Annual Forecast
	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	42,120	42,120	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	842,394
8012 Education Protection Account	-	-	-	33,628	-	-	33,628	-	-	33,628	-	-	33,628	134,510
8096 In Lieu of Property Taxes	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	261,821	
	15,709	73,538	63,065	130,389	96,761	96,761	130,389	112,470	94,143	127,770	94,143	94,143	1,238,725	
<b>Federal Revenue</b>														
8290 Title I, Part A - Basic Low Income	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821
8291 Title II, Part A - Teacher Quality	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	2,614	2,614	
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	65,314	
<b>Other State Revenue</b>														
8545 School Facilities (58740)	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536
8550 Mandated Cost	-	-	-	-	-	1,614	-	-	-	-	-	-	1,614	
8560 State Lottery	-	-	-	-	-	-	5,449	-	-	5,449	-	-	21,795	
8599 Other State Revenue	-	-	-	106,470	-	-	-	-	-	40,950	-	-	163,800	
	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	-	329,745	
<b>Other Local Revenue</b>														
8650 Lease and Rental Income	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400	
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400	
<b>Total Revenue</b>	<b>17,659</b>	<b>75,488</b>	<b>80,690</b>	<b>132,339</b>	<b>205,181</b>	<b>116,001</b>	<b>209,055</b>	<b>114,420</b>	<b>111,768</b>	<b>176,119</b>	<b>131,727</b>	<b>98,707</b>	<b>1,657,185</b>	
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	5,690	31,584	29,770	29,770	29,770	29,770	29,770	29,770	29,770	29,770	29,770	29,770	334,970	
1300 Administrators' Salaries	11,844	11,844	11,844	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	142,136	
	17,535	43,428	41,614	41,614	41,614	41,614	41,614	41,614	41,614	41,614	41,614	41,614	477,106	
<b>Classified Salaries</b>														
2200 Support Salaries	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	100,401	
2400 Clerical and Office Staff Salaries	-	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	34,730	
2900 Other Classified Salaries	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	98,565	
	16,580	19,738	19,738	19,738	19,738	19,738	19,738	19,738	19,738	19,738	19,738	19,738	233,696	
<b>Benefits</b>														
3301 OASDI	2,136	3,952	3,838	3,794	3,794	3,794	3,794	3,794	3,794	3,794	3,794	3,794	44,070	
3311 Medicare	485	898	872	895	895	895	895	895	895	895	895	895	10,307	
3401 Health and Welfare	4,218	4,607	4,053	4,936	4,936	4,936	4,936	4,936	4,936	4,936	4,936	4,936	57,305	
3501 State Unemployment	-	456	173	747	747	747	747	747	747	747	747	747	7,350	
3601 Workers' Compensation	845	1,083	803	802	802	802	802	802	802	802	802	802	9,951	
	7,683	10,997	9,738	11,174	11,174	11,174	11,174	11,174	11,174	11,174	11,174	11,174	128,983	
<b>Books and Supplies</b>														
4100 Textbooks and Core Curricula Mat	-	-	1,958	1,857	1,857	1,857	-	-	-	-	-	-	7,529	
4302 School Supplies	21	-	3,650	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	17,997	
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	2,923	2,923	2,923	-	-	8,768	
4305 Software	-	5,764	-	106	106	106	106	106	106	106	106	106	6,720	
	21	5,764	5,608	3,555	3,555	3,555	1,698	4,621	4,621	4,621	1,698	1,698	41,015	



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	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	53	53	53	53	53	53	53	53	53	-	478
5103 Substitute Teacher	-	-	-	159	159	159	159	159	159	159	159	159	-	1,433
5105 Security	-	443	106	293	293	293	293	293	293	293	293	293	-	3,184
	-	443	106	505	505	505	505	505	505	505	505	505	-	5,094
<b>Professional/Consulting Services</b>														
5801 IT	-	-	-	531	531	531	531	531	531	531	531	531	-	4,775
5802 Audit & Taxes	-	-	-	-	8,843	-	-	-	884	884	-	-	-	10,612
5803 Legal	-	-	-	2,388	2,388	2,388	2,388	2,388	2,388	2,388	2,388	2,388	-	21,489
5804 Professional Development	-	2,366	-	212	212	212	212	212	212	212	212	212	-	4,277
5810 Payroll Service Fee	349	413	400	424	424	424	424	424	424	424	424	424	-	4,983
5811 Management Fee	3,404	3,404	5,693	4,695	4,695	4,695	4,695	4,695	4,695	4,695	4,695	4,695	-	54,756
5812 District Oversight Fee	157	735	631	1,304	968	968	1,304	1,125	941	1,278	941	941	1,094	12,387
5814 SELPA Fees	-	-	-	-	-	-	34,596	-	34,596	-	-	-	34,596	103,788
	3,911	6,919	6,723	9,554	18,061	9,218	44,150	9,375	44,672	10,412	9,191	9,191	35,690	217,067
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	-	310,823
5603 Equipment Leases	2,037	2,875	887	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	23,197
5604 Other Leases	-	-	-	695	695	695	695	695	695	695	695	695	-	6,251
5605 Real/Personal Property Taxes	-	345	-	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	-	10,612
5610 Repairs and Maintenance	-	1,495	1,425	531	531	531	531	531	531	531	531	531	-	7,695
	27,939	30,617	28,214	30,201	30,201	30,201	30,201	30,201	30,201	30,201	30,201	30,201	-	358,579
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	832	-	41	-	-	-	-	-	-	-	-	-	-	874
5203 Business Meals	44	-	213	-	-	-	-	-	-	-	-	-	-	256
5400 Insurance	562	562	-	562	562	562	562	562	562	562	562	562	-	6,186
5501 Utilities	533	1,775	1,804	2,491	2,491	2,491	2,491	2,491	2,491	2,491	2,491	2,491	-	26,530
5502 Janitorial/Trash Removal	-	202	452	531	531	531	531	531	531	531	531	531	-	5,430
5510 Office Expense	42	-	241	263	263	263	263	263	263	263	263	263	-	2,653
5511 Postage and Shipping	-	-	25	33	33	33	33	33	33	33	33	33	-	318
5513 Other taxes and fees	-	-	430	424	424	424	424	424	424	424	424	424	-	4,245
5514 Bank Charges	32	32	32	225	225	225	225	225	225	225	225	225	-	2,122
5530 School Fundraising Expense	-	-	3	531	531	531	531	531	531	531	531	531	-	4,779
5900 Communications	266	567	395	453	453	453	453	453	453	453	453	453	-	5,306
	2,311	3,138	3,637	5,513	5,513	5,513	5,513	5,513	5,513	5,513	5,513	5,513	-	58,700
<b>Depreciation</b>														
6900 Depreciation Expense	825	531	678	678	678	678	678	678	678	678	678	678	-	8,136
	825	531	678	678	678	678	678	678	678	678	678	678	-	8,136
<b>Interest</b>														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>76,805</b>	<b>121,575</b>	<b>116,056</b>	<b>122,532</b>	<b>131,039</b>	<b>122,195</b>	<b>155,271</b>	<b>123,418</b>	<b>158,715</b>	<b>124,456</b>	<b>120,312</b>	<b>120,312</b>	<b>35,690</b>	<b>1,528,376</b>
<b>Monthly Surplus (Deficit)</b>	<b>(59,146)</b>	<b>(46,087)</b>	<b>(35,365)</b>	<b>9,807</b>	<b>74,142</b>	<b>(6,195)</b>	<b>53,785</b>	<b>(8,998)</b>	<b>(46,947)</b>	<b>51,664</b>	<b>11,415</b>	<b>(21,605)</b>	<b>152,339</b>	<b>128,809</b>

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY20-21

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Year-End Accruals	Annual Forecast
	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21		
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(59,146)	(46,087)	(35,365)	9,807	74,142	(6,195)	53,785	(8,998)	(46,947)	51,664	11,415	(21,605)	152,339	128,809
Cash flows from operating activities														
Depreciation/Amortization	825	531	678	678	678	678	678	678	678	678	678	678	-	8,136
Public Funding Receivables	105,083	35,634	10,898	-	-	-	32,055	-	-	-	-	-	(188,030)	(4,360)
Accounts Payable	(35,647)	-	-	-	-	-	-	-	-	-	-	-	35,690	44
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>11,116</b>	<b>(9,922)</b>	<b>(23,790)</b>	<b>10,485</b>	<b>74,820</b>	<b>(5,517)</b>	<b>86,518</b>	<b>(8,320)</b>	<b>(46,269)</b>	<b>52,342</b>	<b>12,093</b>	<b>(20,927)</b>		
Cash, Beginning of Month	135,273	146,389	136,467	112,678	123,163	197,983	192,466	278,984	270,664	224,395	276,736	288,829		
<b>Cash, End of Month</b>	<b>146,389</b>	<b>136,467</b>	<b>112,678</b>	<b>123,163</b>	<b>197,983</b>	<b>192,466</b>	<b>278,984</b>	<b>270,664</b>	<b>224,395</b>	<b>276,736</b>	<b>288,829</b>	<b>267,902</b>		

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY21-22

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2		Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals		
<b>Revenues</b>															
<b>State Aid - Revenue Limit</b>															
8011 LCFF State Aid	-	42,120	42,120	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	842,394
8012 Education Protection Account	-	-	-	33,628	-	-	33,628	-	-	33,628	-	-	-	33,628	134,510
8096 In Lieu of Property Taxes	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	-	261,821	
	15,709	73,538	63,065	130,389	96,761	96,761	130,389	112,470	94,143	127,770	94,143	94,143	109,443	1,238,725	
<b>Federal Revenue</b>															
8290 Title I, Part A - Basic Low Income	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821	
8291 Title II, Part A - Teacher Quality	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879	
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	2,614	-	2,614	
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	15,675	65,314	
<b>Other State Revenue</b>															
8545 School Facilities (SB740)	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536	
8550 Mandated Cost	-	-	-	-	-	1,614	-	-	-	-	-	-	-	1,614	
8560 State Lottery	-	-	-	-	-	-	5,449	-	-	5,449	-	-	-	21,795	
8599 Other State Revenue	-	-	-	-	106,470	-	-	-	-	40,950	-	-	-	16,380	
	-	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	62,912	327,723	
<b>Other Local Revenue</b>															
8650 Lease and Rental Income	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400	
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400	
<b>Total Revenue</b>	<b>17,659</b>	<b>75,488</b>	<b>80,690</b>	<b>132,339</b>	<b>205,181</b>	<b>116,001</b>	<b>209,055</b>	<b>114,420</b>	<b>111,768</b>	<b>176,119</b>	<b>131,727</b>	<b>98,707</b>	<b>188,030</b>	<b>1,657,185</b>	
<b>Expenses</b>															
<b>Certificated Salaries</b>															
1100 Teachers' Salaries	5,804	32,215	30,365	30,365	30,365	30,365	30,365	30,365	30,365	30,365	30,365	30,365	-	341,670	
1300 Administrators' Salaries	12,081	12,081	12,081	12,082	12,082	12,082	12,082	12,082	12,082	12,082	12,082	12,082	-	144,979	
	17,885	44,296	42,446	42,447	42,447	42,447	42,447	42,447	42,447	42,447	42,447	42,447	-	486,648	
<b>Classified Salaries</b>															
2200 Support Salaries	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	-	102,409	
2400 Clerical and Office Staff Salaries	-	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	-	35,425	
2900 Other Classified Salaries	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	-	100,536	
	16,912	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	-	238,370	
<b>Benefits</b>															
3301 OASDI	2,179	4,031	3,915	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	-	44,951	
3311 Medicare	495	916	889	913	913	913	913	913	913	913	913	913	-	10,513	
3401 Health and Welfare	4,302	4,699	4,134	5,035	5,035	5,035	5,035	5,035	5,035	5,035	5,035	5,035	-	58,451	
3501 State Unemployment	-	456	173	747	747	747	747	747	747	747	747	747	-	7,350	
3601 Workers' Compensation	861	1,105	819	818	818	818	818	818	818	818	818	818	-	10,150	
	7,837	11,208	9,929	11,382	11,382	11,382	11,382	11,382	11,382	11,382	11,382	11,382	-	131,416	
<b>Books and Supplies</b>															
4100 Textbooks and Core Curricula Mat	-	-	1,997	1,894	1,894	1,894	-	-	-	-	-	-	-	7,680	
4302 School Supplies	21	-	3,723	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	-	18,357	
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	2,981	2,981	2,981	-	-	-	8,944	
4305 Software	-	5,880	-	108	108	108	108	108	108	108	108	108	-	6,854	
	21	5,880	5,720	3,626	3,626	3,626	1,732	4,713	4,713	4,713	1,732	1,732	-	41,835	

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY21-22

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Year-End Accruals	Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22			
<b>Subagreement Services</b>															
5101 Nursing	-	-	-	54	54	54	54	54	54	54	54	54	54		487
5103 Substitute Teacher	-	-	-	162	162	162	162	162	162	162	162	162	162		1,461
5105 Security	-	452	108	299	299	299	299	299	299	299	299	299	299		3,247
	-	452	108	515	515	515	515	515	515	515	515	515	515		5,196
<b>Professional/Consulting Services</b>															
5801 IT	-	-	-	541	541	541	541	541	541	541	541	541	541		4,871
5802 Audit & Taxes	-	-	-	-	9,020	-	-	-	902	902	-	-	-		10,824
5803 Legal	-	-	-	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435		21,919
5804 Professional Development	-	2,414	-	216	216	216	216	216	216	216	216	216	216		4,362
5810 Payroll Service Fee	356	421	408	433	433	433	433	433	433	433	433	433	433		5,082
5811 Management Fee	3,472	3,472	5,806	4,789	4,789	4,789	4,789	4,789	4,789	4,789	4,789	4,789	4,789		55,851
5812 District Oversight Fee	157	735	631	1,304	968	968	1,304	1,125	941	1,278	941	941	941		12,387
5814 SELPA Fees							34,596		34,596						103,788
	3,986	7,043	6,845	9,719	18,403	9,383	44,315	9,540	44,854	10,595	9,356	9,356	9,356		219,085
<b>Facilities, Repairs and Other Leases</b>															
5601 Rent	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420		317,040
5603 Equipment Leases	2,078	2,932	905	1,972	1,972	1,972	1,972	1,972	1,972	1,972	1,972	1,972	1,972		23,661
5604 Other Leases	-	-	-	709	709	709	709	709	709	709	709	709	709		6,377
5605 Real/Personal Property Taxes	-	352	-	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164		10,824
5610 Repairs and Maintenance	-	1,525	1,453	541	541	541	541	541	541	541	541	541	541		7,849
	28,498	31,230	28,778	30,805	30,805	30,805	30,805	30,805	30,805	30,805	30,805	30,805	30,805		365,751
<b>Operations and Housekeeping</b>															
5201 Auto and Travel	849	-	42	-	-	-	-	-	-	-	-	-	-		891
5203 Business Meals	45	-	217	-	-	-	-	-	-	-	-	-	-		262
5400 Insurance	573	573	-	574	574	574	574	574	574	574	574	574	574		6,310
5501 Utilities	543	1,811	1,840	2,541	2,541	2,541	2,541	2,541	2,541	2,541	2,541	2,541	2,541		27,061
5502 Janitorial/Trash Removal	-	206	461	541	541	541	541	541	541	541	541	541	541		5,538
5510 Office Expense	43	-	246	269	269	269	269	269	269	269	269	269	269		2,706
5511 Postage and Shipping	-	-	26	33	33	33	33	33	33	33	33	33	33		325
5513 Other taxes and fees	-	-	438	432	432	432	432	432	432	432	432	432	432		4,330
5514 Bank Charges	32	32	32	230	230	230	230	230	230	230	230	230	230		2,165
5530 School Fundraising Expense	-	-	3	541	541	541	541	541	541	541	541	541	541		4,874
5900 Communications	271	578	403	462	462	462	462	462	462	462	462	462	462		5,412
	2,357	3,201	3,710	5,623	5,623	5,623	5,623	5,623	5,623	5,623	5,623	5,623	5,623		59,874
<b>Depreciation</b>															
6900 Depreciation Expense	842	541	692	692	692	692	692	692	692	692	692	692	692		8,299
	842	541	692	692	692	692	692	692	692	692	692	692	692		8,299
<b>Interest</b>															
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
	-	-	-	-	-	-	-	-	-	-	-	-	-		-
<b>Total Expenses</b>	<b>78,338</b>	<b>123,982</b>	<b>118,361</b>	<b>124,941</b>	<b>133,625</b>	<b>124,605</b>	<b>157,643</b>	<b>125,849</b>	<b>161,164</b>	<b>126,904</b>	<b>122,685</b>	<b>122,685</b>	<b>122,685</b>		<b>1,556,473</b>
<b>Monthly Surplus (Deficit)</b>	<b>(60,679)</b>	<b>(48,494)</b>	<b>(37,670)</b>	<b>7,397</b>	<b>71,556</b>	<b>(8,604)</b>	<b>51,412</b>	<b>(11,429)</b>	<b>(49,396)</b>	<b>49,215</b>	<b>9,042</b>	<b>(23,978)</b>	<b>(117,459)</b>		<b>100,712</b>

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY21-22

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22		Year-End Accruals
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(60,679)	(48,494)	(37,670)	7,397	71,556	(8,604)	51,412	(11,429)	(49,396)	49,215	9,042	(23,978)	152,339	100,712
Cash flows from operating activities														
Depreciation/Amortization	842	541	692	692	692	692	692	692	692	692	692	692	-	8,299
Public Funding Receivables	109,443	35,634	10,898	-	-	-	32,055	-	-	-	-	-	(188,030)	-
Accounts Payable	(35,690)	-	-	-	-	-	-	-	-	-	-	-	35,690	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>13,915</b>	<b>(12,319)</b>	<b>(26,081)</b>	<b>8,089</b>	<b>72,247</b>	<b>(7,913)</b>	<b>84,159</b>	<b>(10,737)</b>	<b>(48,704)</b>	<b>49,907</b>	<b>9,734</b>	<b>(23,286)</b>		
Cash, Beginning of Month	267,902	281,817	269,498	243,417	251,506	323,753	315,841	399,999	389,262	340,558	390,465	400,198		
<b>Cash, End of Month</b>	<b>281,817</b>	<b>269,498</b>	<b>243,417</b>	<b>251,506</b>	<b>323,753</b>	<b>315,841</b>	<b>399,999</b>	<b>389,262</b>	<b>340,558</b>	<b>390,465</b>	<b>400,198</b>	<b>376,912</b>		



# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY22-23

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22		Year-End Accruals
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	42,120	42,120	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	842,394
8012 Education Protection Account	-	-	-	33,628	-	-	33,628	-	-	33,628	-	-	33,628	134,510
8096 In Lieu of Property Taxes	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	261,821	
	15,709	73,538	63,065	130,389	96,761	96,761	130,389	112,470	94,143	127,770	94,143	94,143	1,238,725	
<b>Federal Revenue</b>														
8290 Title I, Part A - Basic Low Income	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821
8291 Title II, Part A - Teacher Quality	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	2,614	2,614	2,614
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	65,314	
<b>Other State Revenue</b>														
8545 School Facilities (5B740)	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536
8550 Mandated Cost	-	-	-	-	-	1,614	-	-	-	-	-	-	1,614	
8560 State Lottery	-	-	-	-	-	-	5,449	-	-	5,449	-	-	10,898	21,795
8599 Other State Revenue	-	-	-	-	106,470	-	-	-	-	40,950	-	-	163,800	
	-	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	329,745	
<b>Other Local Revenue</b>														
8650 Lease and Rental Income	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400	
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400	
<b>Total Revenue</b>	<b>17,659</b>	<b>75,488</b>	<b>80,690</b>	<b>132,339</b>	<b>205,181</b>	<b>116,001</b>	<b>209,055</b>	<b>114,420</b>	<b>111,768</b>	<b>176,119</b>	<b>131,727</b>	<b>98,707</b>	<b>1,657,185</b>	
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	5,920	32,860	30,972	30,972	30,972	30,972	30,972	30,972	30,972	30,972	30,972	30,972	348,503	
1300 Administrators' Salaries	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	147,878	
	18,243	45,182	43,295	43,296	43,296	43,296	43,296	43,296	43,296	43,296	43,296	43,296	496,381	
<b>Classified Salaries</b>														
2200 Support Salaries	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	104,457	
2400 Clerical and Office Staff Salaries	-	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	36,134	
2900 Other Classified Salaries	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	102,547	
	17,250	20,535	20,535	20,535	20,535	20,535	20,535	20,535	20,535	20,535	20,535	20,535	243,138	
<b>Benefits</b>														
3301 OASDI	2,222	4,112	3,993	3,947	3,947	3,947	3,947	3,947	3,947	3,947	3,947	3,947	45,850	
3311 Medicare	505	934	907	931	931	931	931	931	931	931	931	931	10,723	
3401 Health and Welfare	4,388	4,793	4,217	5,136	5,136	5,136	5,136	5,136	5,136	5,136	5,136	5,136	59,620	
3501 State Unemployment	-	456	173	747	747	747	747	747	747	747	747	747	7,350	
3601 Workers' Compensation	879	1,127	835	835	835	835	835	835	835	835	835	835	10,353	
	7,994	11,423	10,124	11,595	11,595	11,595	11,595	11,595	11,595	11,595	11,595	11,595	133,897	
<b>Books and Supplies</b>														
4100 Textbooks and Core Curricula Mat	-	-	2,037	1,932	1,932	1,932	-	-	-	-	-	-	7,833	
4302 School Supplies	22	-	3,798	1,656	1,656	1,656	1,656	1,656	1,656	1,656	1,656	1,656	18,724	
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	3,041	3,041	3,041	-	-	9,123	
4305 Software	-	5,997	-	110	110	110	110	110	110	110	110	110	6,991	
	22	5,997	5,835	3,699	3,699	3,699	1,767	4,807	4,807	4,807	1,767	1,767	42,671	



# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY22-23

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Year-End Accruals	Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22			
<b>Subagreement Services</b>															
5101 Nursing	-	-	-	55	55	55	55	55	55	55	55	55	-	-	497
5103 Substitute Teacher	-	-	-	166	166	166	166	166	166	166	166	166	-	-	1,491
5105 Security	-	461	110	305	305	305	305	305	305	305	305	305	-	-	3,312
	-	461	110	525	525	525	525	525	525	525	525	525	-	-	5,300
<b>Professional/Consulting Services</b>															
5801 IT	-	-	-	552	552	552	552	552	552	552	552	552	-	-	4,968
5802 Audit & Taxes	-	-	-	-	9,201	-	-	-	920	920	-	-	-	-	11,041
5803 Legal	-	-	-	2,484	2,484	2,484	2,484	2,484	2,484	2,484	2,484	2,484	-	-	22,358
5804 Professional Development	-	2,462	-	221	221	221	221	221	221	221	221	221	-	-	4,449
5810 Payroll Service Fee	363	430	416	442	442	442	442	442	442	442	442	442	-	-	5,184
5811 Management Fee	3,542	3,542	5,923	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	-	-	56,968
5812 District Oversight Fee	157	735	631	1,304	968	968	1,304	1,125	941	1,278	941	941	1,094	-	12,387
5814 SELPA Fees	-	-	-	-	-	-	34,596	-	34,596	-	-	-	34,596	-	103,788
	4,062	7,169	6,969	9,887	18,752	9,551	44,483	9,708	45,041	10,781	9,525	9,525	35,690	-	221,143
<b>Facilities, Repairs and Other Leases</b>															
5601 Rent	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	-	-	323,380
5603 Equipment Leases	2,119	2,991	923	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	-	-	24,134
5604 Other Leases	-	-	-	723	723	723	723	723	723	723	723	723	-	-	6,504
5605 Real/Personal Property Taxes	-	359	-	1,187	1,187	1,187	1,187	1,187	1,187	1,187	1,187	1,187	-	-	11,041
5610 Repairs and Maintenance	-	1,556	1,482	552	552	552	552	552	552	552	552	552	-	-	8,006
	29,068	31,854	29,354	31,421	31,421	31,421	31,421	31,421	31,421	31,421	31,421	31,421	-	-	373,066
<b>Operations and Housekeeping</b>															
5201 Auto and Travel	866	-	43	-	-	-	-	-	-	-	-	-	-	-	909
5203 Business Meals	46	-	221	-	-	-	-	-	-	-	-	-	-	-	267
5400 Insurance	585	585	-	585	585	585	585	585	585	585	585	585	-	-	6,436
5501 Utilities	554	1,847	1,877	2,591	2,591	2,591	2,591	2,591	2,591	2,591	2,591	2,591	-	-	27,602
5502 Janitorial/Trash Removal	-	210	470	552	552	552	552	552	552	552	552	552	-	-	5,649
5510 Office Expense	44	-	251	274	274	274	274	274	274	274	274	274	-	-	2,760
5511 Postage and Shipping	-	-	26	34	34	34	34	34	34	34	34	34	-	-	331
5513 Other taxes and fees	-	-	447	441	441	441	441	441	441	441	441	441	-	-	4,416
5514 Bank Charges	33	33	33	234	234	234	234	234	234	234	234	234	-	-	2,208
5530 School Fundraising Expense	-	-	4	552	552	552	552	552	552	552	552	552	-	-	4,972
5900 Communications	277	589	411	471	471	471	471	471	471	471	471	471	-	-	5,520
	2,404	3,265	3,784	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	-	-	61,071
<b>Depreciation</b>															
6900 Depreciation Expense	859	552	705	705	705	705	705	705	705	705	705	705	-	-	8,465
	859	552	705	705	705	705	705	705	705	705	705	705	-	-	8,465
<b>Interest</b>															
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>79,902</b>	<b>126,438</b>	<b>120,712</b>	<b>127,399</b>	<b>136,264</b>	<b>127,063</b>	<b>160,063</b>	<b>128,329</b>	<b>163,661</b>	<b>129,402</b>	<b>125,105</b>	<b>125,115</b>	<b>35,690</b>	<b>-</b>	<b>1,585,132</b>
<b>Monthly Surplus (Deficit)</b>	<b>(62,233)</b>	<b>(50,950)</b>	<b>(40,022)</b>	<b>4,940</b>	<b>68,918</b>	<b>(11,062)</b>	<b>48,992</b>	<b>(13,908)</b>	<b>(51,894)</b>	<b>46,718</b>	<b>6,622</b>	<b>(26,318)</b>	<b>152,339</b>	<b>-</b>	<b>72,053</b>

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY22-23

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1				P-2		Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22		Year-End Accruals
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(62,243)	(50,950)	(40,022)	4,940	68,918	(11,062)	48,992	(13,908)	(51,894)	46,718	6,622	(26,398)	152,339	72,053
Cash flows from operating activities														
Depreciation/Amortization	859	552	705	705	705	705	705	705	705	705	705	705	-	8,465
Public Funding Receivables	109,443	35,634	10,898	-	-	-	32,055	-	-	-	-	-	(188,030)	-
Accounts Payable	(35,690)	-	-	-	-	-	-	-	-	-	-	-	35,690	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>12,369</b>	<b>(14,764)</b>	<b>(28,419)</b>	<b>5,645</b>	<b>69,623</b>	<b>(10,357)</b>	<b>81,753</b>	<b>(13,203)</b>	<b>(51,188)</b>	<b>47,423</b>	<b>7,328</b>	<b>(25,692)</b>		
Cash, Beginning of Month	376,912	389,281	374,517	346,098	351,743	421,366	411,009	492,762	479,559	428,371	475,794	483,122		
<b>Cash, End of Month</b>	<b>389,281</b>	<b>374,517</b>	<b>346,098</b>	<b>351,743</b>	<b>421,366</b>	<b>411,009</b>	<b>492,762</b>	<b>479,559</b>	<b>428,371</b>	<b>475,794</b>	<b>483,122</b>	<b>457,429</b>		

## Revenue Data Input



School Name: East Oakland Leadership Academy

General	
Attendance Rate	93%
Unduplicated Rate	97.34%
Lunch Pick Up %	99%
School Days Per Year	180
EPA Funding %	16.49%
Oversight Fee	1%
SELPA Fee (% or \$)	\$ 900

### Preliminary Attendance Reporting

#### New Grade/New School

	Enrollment	ADA
New Grade/New School Estimated ADA (PENSEC)		
Grade K-3	0	0.00
Grade 4-6	0	0.00
Grade 7-8	0	0.00
Grade 9-12	0	0.00
<b>Total New ADA</b>		<b>0.00</b>

#### Existing School/Grades

	ADA
PY P2 ADA	
Grade K-3	58.86
Grade 4-6	39.94
Grade 7-8	16.81
Grade 9-12	0.00
<b>Total Returning ADA</b>	<b>115.61</b>

### Current Attendance Forecast

	Enrollment	ADA
Grade K-3	64	59.52
Grade 4-6	42	39.06
Grade 7-8	18	16.74
Grade 9-12	0	0.00
<b>Total ADA</b>		<b>115.32</b>

### Annual Apportionment Amounts

FEDERAL REVENUE		Source
Federal Special Education (IDEA)		Alameda
Title I, Part A - Basic Low Income	56,821	Preliminary allocatio
Title II, Part A - Teacher Quality	5,879	Preliminary allocatio
Title III - Limited English	2,614	Final Allocation
Title V, Part B - Charter School Grants	-	
Charter School Facility Incentive Grant	79,092	
<i>Federal Child Nutrition</i>		
Breakfast Rate		Estimate
Lunch Rate		Estimate
Federal Child Nutrition Per ADA	-	

STATE REVENUE		Source
Special Ed Instructional Entitlement		Alameda
School Facilities Apportionment (SB740)	63,444	Calculation
Mandated Cost Reimbursement K-8	14	Estimate
Mandated Cost Reimbursement 9-12	42	Estimate
State Lottery Revenue	189	Estimate
Other State Revenue (ASES)	163,800	ASES
<i>State Child Nutrition</i>		
Breakfast Rate		Estimate
Lunch Rate		Estimate
State Child Nutrition Per ADA	-	

LOCAL REVENUE		Source
In Lieu of Property Taxes	2,270.39	16-17 Alameda

OTHER REVENUE		Source
Food Service Sales	-	
Lease and Rental Income	23,400	
Interest Income	-	
Other Fees and Contracts	-	
ASB Fundraising Revenue (per pupil)	-	
School Fundraising Revenue (per pupil)	-	
Contributions, Unrestricted	-	
Contributions, Restricted	-	

**East Oakland Leadership Academy**  
**LCFF Funding Calculation**

**Calculate the LCFF Target**

*Target Base Grant by Grade*

<b>Grade level</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
K-3	\$ 7,193	\$ 7,348	\$ 7,521	\$ 7,714	\$ 7,714	\$ 7,714
4-6	\$ 7,301	\$ 7,458	\$ 7,633	\$ 7,829	\$ 7,829	\$ 7,829
7-8	\$ 7,518	\$ 7,680	\$ 7,860	\$ 8,062	\$ 8,062	\$ 8,062
9-12	\$ 8,712	\$ 8,899	\$ 9,108	\$ 9,342	\$ 9,342	\$ 9,342
	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>
K-3	64.00	64.00	64.00	64.00	64.00	64.00
4-6	42.00	42.00	42.00	42.00	42.00	42.00
7-8	18.00	18.00	18.00	18.00	18.00	18.00
9-12	-	-	-	-	-	-
<b>Total Enrollment</b>	<b>124.00</b>	<b>124.00</b>	<b>124.00</b>	<b>124.00</b>	<b>124.00</b>	<b>124.00</b>
	<b>ADA</b>	<b>ADA</b>	<b>ADA</b>	<b>ADA</b>	<b>ADA</b>	<b>ADA</b>
K-3	59.52	59.52	59.52	59.52	59.52	59.52
4-6	39.06	39.06	39.06	39.06	39.06	39.06
7-8	16.74	16.74	16.74	16.74	16.74	16.74
9-12	-	-	-	-	-	-
<b>Total ADA</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>
<b>Total Base Target</b>	<b>\$ 839,155</b>	<b>\$ 857,225</b>	<b>\$ 877,371</b>	<b>\$ 899,896</b>	<b>\$ 899,896</b>	<b>\$ 899,896</b>
<i>**ADA From New Grade Levels</i>	-	-	-	-	-	-
<b>Grade Level Add-Ons</b>						
K-3 CSR Supplement (10.4% of K-3)	44,521	45,473	46,545	47,735	47,735	47,735
High School Supplement (2.6% of 9-12)	-	-	-	-	-	-
<b>Total Add-Ons</b>	<b>\$ 44,521</b>	<b>\$ 45,473</b>	<b>\$ 46,545</b>	<b>\$ 47,735</b>	<b>\$ 47,735</b>	<b>\$ 47,735</b>
<b>Total Target Base Plus Add-Ons</b>	<b>\$ 883,676</b>	<b>\$ 902,698</b>	<b>\$ 923,916</b>	<b>\$ 947,631</b>	<b>\$ 947,631</b>	<b>\$ 947,631</b>
<b>Average Base per ADA</b>	<b>\$ 7,663</b>	<b>\$ 7,828</b>	<b>\$ 8,012</b>	<b>\$ 8,217</b>	<b>\$ 8,217</b>	<b>\$ 8,217</b>
<b>Supplemental Grant</b>						
Unduplicated FRPM/ELL/FY Count	120	120	121	121	121	121
Total Enrollment	124	124	124	124	124	124
School Percent FRPM/ELL/FY	96.49%	97.08%	97.34%	97.34%	97.34%	97.34%
School Supplement Per Pupil (20%)	\$ 1,479	\$ 1,520	\$ 1,560	\$ 1,600	\$ 1,600	\$ 1,600
<b>Total Supplemental Grant</b>	<b>\$ 170,531</b>	<b>\$ 175,269</b>	<b>\$ 179,868</b>	<b>\$ 184,485</b>	<b>\$ 184,485</b>	<b>\$ 184,485</b>
<b>Concentration Grant</b>						
District Unduplicated FRPM/ELL/FY	77.50%	77.50%	77.50%	77.50%	77.50%	77.50%
<b>Total Concentration Grant</b>	<b>\$ 99,413</b>	<b>\$ 101,553</b>	<b>\$ 103,940</b>	<b>\$ 106,609</b>	<b>\$ 106,609</b>	<b>\$ 106,609</b>
<b>Total LCFF Target</b>	<b>\$ 1,153,620</b>	<b>\$ 1,179,519</b>	<b>\$ 1,207,724</b>	<b>\$ 1,238,725</b>	<b>\$ 1,238,725</b>	<b>\$ 1,238,725</b>
<b>Base Grant per ADA</b>	<b>\$ 10,004</b>	<b>\$ 10,228</b>	<b>\$ 10,473</b>	<b>\$ 10,742</b>	<b>\$ 10,742</b>	<b>\$ 10,742</b>
<b>Calculate the Gap Closure</b>						
Funding Floor	\$ 1,086,522	\$ 1,116,041	\$ 1,158,013	\$ 1,190,285	\$ 1,238,725	\$ 1,238,725
Gap Between Floor and Target	67,098	63,478	49,711	48,440	-	-
Estimated Gap Closure %	43.97%	66.12%	64.92%	100.00%	0.00%	0.00%
Amount of Estimated Gap Closure	\$ 29,503	\$ 41,972	\$ 32,272	\$ 48,440	\$ -	\$ -
<b>Total Funding</b>	<b>\$ 1,116,041</b>	<b>\$ 1,158,013</b>	<b>\$ 1,190,285</b>	<b>\$ 1,238,725</b>	<b>\$ 1,238,725</b>	<b>\$ 1,238,725</b>
<b>Total Funding per ADA</b>	<b>\$ 9,678</b>	<b>\$ 10,042</b>	<b>\$ 10,322</b>	<b>\$ 10,742</b>	<b>\$ 10,742</b>	<b>\$ 10,742</b>

# BUDGET



# East Oakland Leadership Academy

## Multi-Year Forecast

Revised 10/30/17



	2018-19 Forecast	2019-20 Forecast	2020-21 Forecast	2021-22 Forecast	2022-23 Forecast
<b>Assumptions</b>					
Revenue COLA (other than LCFF funds)	0.00%	0.00%	0.00%	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%	2.00%	2.00%
Enrollment	124.00	124.00	124.00	124.00	124.00
Average Daily Attendance	115.32	115.32	115.32	115.32	115.32
<b>Revenues</b>					
<b>State Aid - Revenue Limit</b>					
8011 LCFF State Aid	761,681	793,954	842,394	842,394	842,394
8012 Education Protection Account	134,510	134,510	134,510	134,510	134,510
8096 In Lieu of Property Taxes	261,821	261,821	261,821	261,821	261,821
	<u>1,158,013</u>	<u>1,190,285</u>	<u>1,238,725</u>	<u>1,238,725</u>	<u>1,238,725</u>
<b>Federal Revenue</b>					
8290 Title I, Part A - Basic Low Income	56,821	56,821	56,821	56,821	56,821
8291 Title II, Part A - Teacher Quality	5,879	5,879	5,879	5,879	5,879
8293 Title III - Limited English	2,614	2,614	2,614	2,614	2,614
8295 Charter Facility Incentive Grant	-	-	-	-	-
	<u>65,314</u>	<u>65,314</u>	<u>65,314</u>	<u>65,314</u>	<u>65,314</u>
<b>Other State Revenue</b>					
8545 School Facilities (SB740)	142,536	142,536	142,536	142,536	142,536
8550 Mandated Cost	1,614	1,614	1,614	1,614	1,614
8560 State Lottery	21,795	21,795	21,795	21,795	21,795
8598 Prior Year Revenue	-	-	-	-	-
8599 Other State Revenue	163,800	163,800	163,800	163,800	163,800
	<u>329,745</u>	<u>329,745</u>	<u>329,745</u>	<u>329,745</u>	<u>329,745</u>
<b>Other Local Revenue</b>					
8650 Lease and Rental Income	23,400	23,400	23,400	23,400	23,400
8699 School Fundraising	-	-	-	-	-
8980 Contributions, Unrestricted	23,400	23,400	23,400	23,400	23,400
	<u>23,400</u>	<u>23,400</u>	<u>23,400</u>	<u>23,400</u>	<u>23,400</u>
<b>Total Revenue</b>	<b>\$ 1,576,472</b>	<b>\$ 1,608,745</b>	<b>\$ 1,657,185</b>	<b>\$ 1,657,185</b>	<b>\$ 1,657,185</b>
<b>Expenses</b>					
<b>Certificated Salaries</b>					
1100 Teachers' Salaries	321,963	328,402	334,970	341,670	348,503
1300 Administrators' Salaries	136,617	139,349	142,136	144,979	147,878
	<u>458,580</u>	<u>467,751</u>	<u>477,106</u>	<u>486,648</u>	<u>496,381</u>
<b>Classified Salaries</b>					
2100 Instructional Salaries	-	-	-	-	-
2200 Support Salaries	96,502	98,432	100,401	102,409	104,457
2400 Clerical and Office Staff Salaries	39,012	34,049	34,730	35,425	36,134
2900 Other Classified Salaries	94,738	96,632	98,565	100,536	102,547
	<u>230,252</u>	<u>229,114</u>	<u>233,696</u>	<u>238,370</u>	<u>243,138</u>
<b>Benefits</b>					
3301 OASDI	42,708	43,206	44,070	44,951	45,832
3311 Medicare	9,988	10,105	10,307	10,513	10,725
3401 Health and Welfare	55,080	56,182	57,305	58,451	59,620
3501 State Unemployment	7,744	7,350	7,350	7,350	7,350



# East Oakland Leadership Academy

## Multi-Year Forecast

Revised 10/30/17



	2018-19	2019-20	2020-21	2021-22	2022-23
	Forecast	Forecast	Forecast	Forecast	Forecast
3601 Workers' Compensation	9,644	9,756	9,951	10,150	10,353
	<u>125,163</u>	<u>126,598</u>	<u>128,983</u>	<u>131,416</u>	<u>133,897</u>
<b>Books and Supplies</b>					
4100 Textbooks and Core Curricula	7,237	7,381	7,529	7,680	7,833
4200 Books and Other Materials					
4302 School Supplies	17,299	17,644	17,997	18,357	18,724
4303 Special Activities/Field Trips	8,428	8,597	8,768	8,944	9,123
4305 Software	6,459	6,588	6,720	6,854	6,991
	<u>39,422</u>	<u>40,210</u>	<u>41,015</u>	<u>41,835</u>	<u>42,671</u>
<b>Subagreement Services</b>					
5101 Nursing	459	468	478	487	497
5103 Substitute Teacher	1,377	1,405	1,433	1,461	1,491
5105 Security	3,060	3,121	3,184	3,247	3,312
	<u>4,896</u>	<u>4,994</u>	<u>5,094</u>	<u>5,196</u>	<u>5,300</u>
<b>Professional/Consulting Services</b>					
5801 IT	4,590	4,682	4,775	4,871	4,968
5802 Audit & Taxes	10,200	10,404	10,612	10,824	11,041
5803 Legal	20,655	21,068	21,489	21,919	22,358
5804 Professional Development	4,111	4,193	4,277	4,362	4,449
5810 Payroll Service Fee	4,789	4,885	4,983	5,082	5,184
5811 Management Fee	52,630	53,682	54,756	55,851	56,968
5812 District Oversight Fee	11,580	11,903	12,387	12,387	12,387
5814 SELPA Fees	103,788	103,788	103,788	103,788	103,788
	<u>212,343</u>	<u>214,605</u>	<u>217,067</u>	<u>219,085</u>	<u>221,143</u>
<b>Facilities, Repairs and Other Leases</b>					
5601 Rent	298,754	304,729	310,823	317,040	323,380
5602 Additional Rent	-	-	-	-	-
5603 Equipment Leases	22,296	22,742	23,197	23,661	24,134
5604 Other Leases	6,009	6,129	6,251	6,377	6,504
5605 Real/Personal Property Taxes	10,200	10,404	10,612	10,824	11,041
5610 Repairs and Maintenance	7,397	7,545	7,695	7,849	8,006
	<u>344,655</u>	<u>351,548</u>	<u>358,579</u>	<u>365,751</u>	<u>373,066</u>
<b>Operations and Housekeeping</b>					
5201 Auto and Travel	840	857	874	891	909
5203 Business Meals	246	251	256	262	267
5400 Insurance	5,946	6,065	6,186	6,310	6,436
5501 Utilities	25,500	26,010	26,530	27,061	27,602
5502 Janitorial/Trash Removal	5,219	5,323	5,430	5,538	5,649
5510 Office Expense	2,550	2,601	2,653	2,706	2,760
5511 Postage and Shipping	306	312	318	325	331
5513 Other taxes and fees	4,080	4,162	4,245	4,330	4,416
5514 Bank Charges	2,040	2,081	2,122	2,165	2,208
5515 Public Relations/Recruitment					
5530 School Fundraising Expense	4,593	4,685	4,779	4,874	4,972
5900 Communications	5,100	5,202	5,306	5,412	5,520
	<u>56,420</u>	<u>57,549</u>	<u>58,700</u>	<u>59,874</u>	<u>61,071</u>
<b>Depreciation</b>					
6900 Depreciation Expense	7,820	7,976	8,136	8,299	8,465
	<u>7,820</u>	<u>7,976</u>	<u>8,136</u>	<u>8,299</u>	<u>8,465</u>

# East Oakland Leadership Academy

## Multi-Year Forecast

Revised 10/30/17



	2018-19 Forecast	2019-20 Forecast	2020-21 Forecast	2021-22 Forecast	2022-23 Forecast
<b>Interest</b>					
7438 Interest Expense	43,200	35,100	-	-	-
	<u>43,200</u>	<u>35,100</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>	<b>\$ 1,522,751</b>	<b>\$ 1,535,446</b>	<b>\$ 1,528,376</b>	<b>\$ 1,556,473</b>	<b>\$ 1,585,132</b>
<b>Surplus (Deficit)</b>	<b>\$ 53,721</b>	<b>\$ 73,299</b>	<b>\$ 128,809</b>	<b>\$ 100,712</b>	<b>\$ 72,053</b>
<b>Fund Balance, Beginning of Year</b>	<b>\$ 378,355</b>	<b>\$ 432,076</b>	<b>\$ 505,375</b>	<b>\$ 634,184</b>	<b>\$ 734,895</b>
<b>Fund Balance, End of Year</b>	<b>\$ 432,076</b>	<b>\$ 505,375</b>	<b>\$ 634,184</b>	<b>\$ 734,895</b>	<b>\$ 806,948</b>
	<b>28.4%</b>	<b>32.9%</b>	<b>41.5%</b>	<b>47.2%</b>	<b>50.9%</b>

### Cash Flow Adjustments

Surplus (Deficit)	53,721	73,299	128,809	100,712	72,053
<b>Cash Flows From Operating Activities</b>					
Depreciation/Amortization	7,820	7,976	8,136	8,299	8,465
Public Funding Receivables	17,027	(2,905)	(4,360)	-	-
Grants and Contributions Rec.	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	(10,139)	29	44	-	-
Accrued Expenses	-	-	-	-	-
Other Liabilities	-	-	-	-	-
<b>Cash Flows From Investing Activities</b>					
Purchases of Prop. And Equip.	-	-	-	-	-
Notes Receivable	-	-	-	-	-
<b>Cash Flows From Financing Activities</b>					
Proceeds from Factoring	432,000	351,000	-	-	-
Payments on Factoring	(486,000)	(405,000)	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-
<b>Total Change in Cash</b>	<b>14,430</b>	<b>24,400</b>	<b>132,629</b>	<b>109,010</b>	<b>80,517</b>
<b>Cash, Beginning of Year</b>	<b>96,444</b>	<b>110,873</b>	<b>135,273</b>	<b>267,902</b>	<b>376,912</b>
<b>Cash, End of Year</b>	<b>\$ 110,873</b>	<b>\$ 135,273</b>	<b>\$ 267,902</b>	<b>\$ 376,912</b>	<b>\$ 457,429</b>

# East Oak Leadership Academy

## Monthly Cash Flow/Forecast FY18-19

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2		Annual Forecast
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011	-	38,084	38,084	68,551	68,551	68,551	68,551	68,551	68,551	68,551	68,551	68,551	68,551	761,681
8012	-	-	-	35,207	-	-	35,207	-	-	30,468	-	-	33,628	134,510
8096	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	261,821	
	15,709	69,503	59,030	124,704	89,497	89,497	124,704	105,206	86,879	117,346	86,879	86,879	1,158,013	
<b>Federal Revenue</b>														
8290	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821
8291	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879
8293	-	-	-	-	-	-	-	-	-	-	-	2,614	-	2,614
8295	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	15,675	65,314
<b>Other State Revenue</b>														
8545	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536
8550	-	-	-	-	-	1,614	-	-	-	-	-	-	-	1,614
8560	-	-	-	-	-	-	5,449	-	-	5,449	-	-	10,898	21,795
8598	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599	-	-	-	-	106,470	-	-	-	-	40,950	-	-	16,380	163,800
	-	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	62,912	329,745
<b>Other Local Revenue</b>														
8650	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
8699	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
<b>Total Revenue</b>	<b>17,659</b>	<b>71,453</b>	<b>76,655</b>	<b>126,654</b>	<b>197,917</b>	<b>108,737</b>	<b>203,371</b>	<b>107,156</b>	<b>104,504</b>	<b>165,695</b>	<b>124,463</b>	<b>91,443</b>	<b>180,765</b>	<b>1,576,472</b>
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100	5,469	30,357	28,614	28,614	28,614	28,614	28,614	28,614	28,614	28,614	28,614	28,614	-	321,963
1300	11,384	11,384	11,384	11,385	11,385	11,385	11,385	11,385	11,385	11,385	11,385	11,385	-	136,617
	16,854	41,742	39,998	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	39,999	-	458,580
<b>Classified Salaries</b>														
2100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	8,042	-	96,502
2400	-	3,546.56	3,547	3,547	3,547	3,547	3,547	3,547	3,547	3,547	3,547	3,547	-	39,012
2900	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	7,895	-	94,738
	15,937	19,483	19,483	19,483	19,483	19,483	19,483	19,483	19,483	19,483	19,483	19,483	-	230,252
<b>Benefits</b>														
3301	2,070	3,830	3,719	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	3,676	-	42,708
3311	470	870	845	867	867	867	867	867	867	867	867	867	-	9,988
3401	4,054	4,428	3,896	4,745	4,745	4,745	4,745	4,745	4,745	4,745	4,745	4,745	-	55,080
3501	-	481	182	787	787	787	787	787	787	787	787	787	-	7,744
3601	818	1,050	778	778	778	778	778	778	778	778	778	778	-	9,644
	7,412	10,659	9,419	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	10,852	-	125,163
<b>Books and Supplies</b>														
4100	-	-	1,882	1,785	1,785	1,785	-	-	-	-	-	-	-	7,237
4200	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4302	20	-	3,508	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	-	17,299
4303	-	-	-	-	-	-	-	2,809	2,809	2,809	-	-	-	8,428
4305	-	5,541	-	102	102	102	102	102	102	102	102	102	-	6,459
	20	5,541	5,390	3,417	3,417	3,417	1,632	4,441	4,441	4,441	1,632	1,632	-	39,422



# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY18-19

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2		Annual Forecast
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	51	51	51	51	51	51	51	51	51	-	459
5103 Substitute Teacher	-	-	-	153	153	153	153	153	153	153	153	153	-	1,377
5105 Security	-	426	102	281	281	281	281	281	281	281	281	281	-	3,060
	-	426	102	485	485	485	485	485	485	485	485	485	-	4,896
<b>Professional/Consulting Services</b>														
5801 IT	-	-	-	510	510	510	510	510	510	510	510	510	-	4,590
5802 Audit & Taxes	-	-	-	-	8,500	-	-	-	850	850	-	-	-	10,200
5803 Legal	-	-	-	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	20,655
5804 Professional Development	-	2,275	-	204	204	204	204	204	204	204	204	204	-	4,111
5810 Payroll Service Fee	336	397	384	408	408	408	408	408	408	408	408	408	-	4,789
5811 Management Fee	3,272	3,272	5,472	4,513	4,513	4,513	4,513	4,513	4,513	4,513	4,513	4,513	-	52,630
5812 District Oversight Fee	157	695	590	1,247	895	895	1,247	1,052	869	1,173	869	869	1021,78832	11,580
5814 SELPA Fees							34,596		34,596				34,596	103,788
	3,765	6,639	6,446	9,177	17,325	8,825	43,773	8,982	44,244	9,953	8,798	8,798	35,618	212,343
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	24,896	-	298,754
5603 Equipment Leases	1,958	2,763	853	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	1,858	-	22,296
5604 Other Leases	-	-	-	668	668	668	668	668	668	668	668	668	-	6,009
5605 Real/Personal Property Taxes	-	332	-	1,096	1,096	1,096	1,096	1,096	1,096	1,096	1,096	1,096	-	10,200
5610 Repairs and Maintenance	-	1,437	1,369	510	510	510	510	510	510	510	510	510	-	7,397
	26,854	29,428	27,118	29,028	29,028	29,028	29,028	29,028	29,028	29,028	29,028	29,028	-	344,655
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	800	-	40	-	-	-	-	-	-	-	-	-	-	840
5203 Business Meals	42	-	204	-	-	-	-	-	-	-	-	-	-	246
5400 Insurance	540	540	-	541	541	541	541	541	541	541	541	541	-	5,946
5501 Utilities	512	1,706	1,734	2,394	2,394	2,394	2,394	2,394	2,394	2,394	2,394	2,394	-	25,500
5502 Janitorial/Trash Removal	-	194	434	510	510	510	510	510	510	510	510	510	-	5,219
5510 Office Expense	41	-	232	253	253	253	253	253	253	253	253	253	-	2,550
5511 Postage and Shipping	-	-	24	31	31	31	31	31	31	31	31	31	-	306
5513 Other taxes and fees	-	-	413	407	407	407	407	407	407	407	407	407	-	4,080
5514 Bank Charges	31	31	31	216	216	216	216	216	216	216	216	216	-	2,040
5515 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5530 School Fundraising Expense	-	-	3	510	510	510	510	510	510	510	510	510	-	4,593
5900 Communications	256	545	380	436	436	436	436	436	436	436	436	436	-	5,100
	2,221	3,016	3,496	5,299	5,299	5,299	5,299	5,299	5,299	5,299	5,299	5,299	-	56,420
<b>Depreciation</b>														
6900 Depreciation Expense	793	510	652	652	652	652	652	652	652	652	652	652	-	7,820
	793	510	652	652	652	652	652	652	652	652	652	652	-	7,820
<b>Interest</b>														
7438 Interest Expense	-	10,800	10,800	-	-	10,800	-	-	10,800	-	-	-	-	43,200
	-	10,800	10,800	-	-	10,800	-	-	10,800	-	-	-	-	43,200
<b>Total Expenses</b>	<b>73,856</b>	<b>128,243</b>	<b>122,905</b>	<b>118,392</b>	<b>126,540</b>	<b>128,840</b>	<b>151,203</b>	<b>119,221</b>	<b>165,284</b>	<b>120,193</b>	<b>116,229</b>	<b>116,229</b>	<b>95,618</b>	<b>1,522,751</b>
<b>Monthly Surplus (Deficit)</b>	<b>(56,197)</b>	<b>(56,791)</b>	<b>(46,250)</b>	<b>8,263</b>	<b>71,377</b>	<b>(20,103)</b>	<b>52,168</b>	<b>(12,065)</b>	<b>(60,780)</b>	<b>45,503</b>	<b>8,234</b>	<b>(24,786)</b>		<b>53,721</b>

# East Oak Leadership Academy

## Monthly Cash Flow/Forecast FY18-19

Revised 10/30/17

ADA = 115.32

	Prior Year P-2 and PENSEC Estimates						P-1				P-2		Annual Forecast	
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19		Year-End Accruals
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(56,197)	(56,791)	(46,250)	8,263	71,377	(20,103)	52,168	(12,065)	(60,780)	45,503	8,234	(24,785)	145,148	53,721
Cash flows from operating activities														
Depreciation/Amortization	793	510	652	652	652	652	652	652	652	652	652	652	-	7,820
Public Funding Receivables	119,233	-	16,380	-	15,861	10,870	35,448	-	-	-	-	-	(765)	17,027
Accounts Payable	(45,756)	-	-	-	-	-	-	-	-	-	-	-	35,618	(10,139)
Proceeds from Factoring	-	108,000	108,000	-	-	108,000	-	-	108,000	-	-	-	-	432,000
Payments on Factoring	(54,000)	(27,000)	(27,000)	(54,000)	(54,000)	(54,000)	(54,000)	-	(54,000)	(54,000)	-	(54,000)	-	(486,000)
<b>Total Change in Cash</b>	<b>(35,927)</b>	<b>24,719</b>	<b>51,782</b>	<b>(45,086)</b>	<b>33,890</b>	<b>45,419</b>	<b>34,268</b>	<b>(11,413)</b>	<b>(6,128)</b>	<b>(7,846)</b>	<b>8,886</b>	<b>(78,134)</b>		
Cash, Beginning of Month	96,444	60,517	85,236	137,018	91,932	125,822	171,241	205,509	194,096	187,967	180,122	189,007		
<b>Cash, End of Month</b>	<b>60,517</b>	<b>85,236</b>	<b>137,018</b>	<b>91,932</b>	<b>125,822</b>	<b>171,241</b>	<b>205,509</b>	<b>194,096</b>	<b>187,967</b>	<b>180,122</b>	<b>189,007</b>	<b>110,873</b>		



# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY19-20

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20		Year-End Accruals
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	39,698	39,698	71,456	71,456	71,456	71,456	71,456	71,456	71,456	71,456	71,456	71,456	793,954
8012 Education Protection Account	-	-	-	33,628	-	-	33,628	-	-	33,628	-	-	33,628	134,510
8096 In Lieu of Property Taxes	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	-	261,821
	15,709	71,116	60,643	126,029	92,402	92,402	126,029	108,111	89,783	123,411	89,783	89,783	105,083	1,190,285
<b>Federal Revenue</b>														
8290 Title I, Part A - Basic Low Income	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821
8291 Title II, Part A - Teacher Quality	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	2,614	-	2,614
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	15,675	65,314
<b>Other State Revenue</b>														
8545 School Facilities (5B740)	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536
8550 Mandated Cost	-	-	-	-	-	1,614	-	-	-	-	-	-	-	1,614
8560 State Lottery	-	-	-	-	-	-	5,449	-	-	5,449	-	-	-	21,795
8599 Other State Revenue	-	-	-	-	106,470	-	-	-	-	40,950	-	-	-	163,800
	-	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	-	329,745
<b>Other Local Revenue</b>														
8650 Lease and Rental Income	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
<b>Total Revenue</b>	<b>17,659</b>	<b>73,066</b>	<b>78,268</b>	<b>127,979</b>	<b>200,822</b>	<b>111,641</b>	<b>204,696</b>	<b>110,061</b>	<b>107,408</b>	<b>171,760</b>	<b>127,367</b>	<b>94,347</b>	<b>185,670</b>	<b>1,608,745</b>
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	5,579	30,964	29,186	29,186	29,186	29,186	29,186	29,186	29,186	29,186	29,186	29,186	29,186	328,402
1300 Administrators' Salaries	11,612	11,612	11,612	11,613	11,613	11,613	11,613	11,613	11,613	11,613	11,613	11,613	11,613	139,349
	17,191	42,576	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	40,798	467,751
<b>Classified Salaries</b>														
2200 Support Salaries	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	8,203	98,432
2400 Clerical and Office Staff Salaries	-	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	3,095	34,049
2900 Other Classified Salaries	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	8,053	96,632
	16,255	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	19,351	229,114
<b>Benefits</b>														
3301 OASDI	2,094	3,875	3,763	3,719	3,719	3,719	3,719	3,719	3,719	3,719	3,719	3,719	3,719	43,206
3311 Medicare	476	880	855	877	877	877	877	877	877	877	877	877	877	10,105
3401 Health and Welfare	4,135	4,517	3,973	4,840	4,840	4,840	4,840	4,840	4,840	4,840	4,840	4,840	4,840	56,182
3501 State Unemployment	-	456	173	747	747	747	747	747	747	747	747	747	747	7,350
3601 Workers' Compensation	828	1,062	787	787	787	787	787	787	787	787	787	787	787	9,756
	7,533	10,790	9,550	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	10,969	26,598
<b>Books and Supplies</b>														
4100 Textbooks and Core Curricula Mater	-	-	1,919	1,821	1,821	1,821	-	-	-	-	-	-	-	7,381
4302 School Supplies	20	-	3,579	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	1,561	17,644
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	2,866	2,866	2,866	-	-	-	8,597
4305 Software	-	5,651	-	104	104	104	104	104	104	104	104	104	104	6,588
	20	5,651	5,498	3,485	3,485	3,485	1,665	4,530	4,530	4,530	1,665	1,665	1,665	40,210

# East Oak Leadership Academy

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ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2		Annual Forecast
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Year-End Accruals	
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	52	52	52	52	52	52	52	52	52	-	468
5103 Substitute Teacher	-	-	-	156	156	156	156	156	156	156	156	156	-	1,405
5105 Security	-	434	104	287	287	287	287	287	287	287	287	287	-	3,121
	-	434	104	495	495	495	495	495	495	495	495	495	-	4,994
<b>Professional/Consulting Services</b>														
5801 IT	-	-	-	520	520	520	520	520	520	520	520	520	-	4,682
5802 Audit & Taxes	-	-	-	-	8,670	-	-	-	867	867	-	-	-	10,404
5803 Legal	-	-	-	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	-	21,068
5804 Professional Development	-	2,320	-	208	208	208	208	208	208	208	208	208	-	4,193
5805 General Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5810 Payroll Service Fee	342	405	392	416	416	416	416	416	416	416	416	416	-	4,885
5811 Management Fee	3,338	3,338	5,581	4,603	4,603	4,603	4,603	4,603	4,603	4,603	4,603	4,603	-	53,682
5812 District Oversight Fee	157	711	606	1,260	924	924	1,260	1,081	898	1,234	898	898	-	11,903
5814 SELPA Fees	-	-	-	-	-	-	34,596	-	34,596	-	-	-	-	103,788
	3,837	6,774	6,580	9,349	17,682	9,012	43,945	9,169	44,449	10,189	8,986	8,986	35,64	214,605
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	25,394	-	304,729
5603 Equipment Leases	1,997	2,818	870	1,895	1,895	1,895	1,895	1,895	1,895	1,895	1,895	1,895	-	22,742
5604 Other Leases	-	-	-	681	681	681	681	681	681	681	681	681	-	6,129
5605 Real/Personal Property Taxes	-	338	-	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	1,118	-	10,404
5610 Repairs and Maintenance	-	1,466	1,397	520	520	520	520	520	520	520	520	520	-	7,545
	27,391	30,017	27,661	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	29,609	-	351,548
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	816	-	41	-	-	-	-	-	-	-	-	-	-	857
5203 Business Meals	43	-	208	-	-	-	-	-	-	-	-	-	-	251
5400 Insurance	551	551	-	551	551	551	551	551	551	551	551	551	-	6,065
5501 Utilities	522	1,740	1,769	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	2,442	-	26,010
5502 Janitorial/Trash Removal	-	198	443	520	520	520	520	520	520	520	520	520	-	5,323
5510 Office Expense	42	-	237	258	258	258	258	258	258	258	258	258	-	2,601
5511 Postage and Shipping	-	-	25	32	32	32	32	32	32	32	32	32	-	312
5513 Other taxes and fees	-	-	421	416	416	416	416	416	416	416	416	416	-	4,162
5514 Bank Charges	31	31	31	221	221	221	221	221	221	221	221	221	-	2,081
5530 School Fundraising Expense	-	-	3	520	520	520	520	520	520	520	520	520	-	4,685
5900 Communications	261	555	387	444	444	444	444	444	444	444	444	444	-	5,202
	2,266	3,076	3,566	5,405	5,405	5,405	5,405	5,405	5,405	5,405	5,405	5,405	-	57,549
<b>Depreciation</b>														
6900 Depreciation Expense	809	520	665	665	665	665	665	665	665	665	665	665	-	7,976
	809	520	665	665	665	665	665	665	665	665	665	665	-	7,976
<b>Interest</b>														
7438 Interest Expense	2,700	10,800	-	10,800	-	-	-	-	10,800	-	-	-	-	35,100
	2,700	10,800	-	10,800	-	-	-	-	10,800	-	-	-	-	35,100
<b>Total Expenses</b>	<b>78,002</b>	<b>129,990</b>	<b>113,772</b>	<b>130,926</b>	<b>128,459</b>	<b>119,789</b>	<b>152,901</b>	<b>120,991</b>	<b>167,071</b>	<b>122,011</b>	<b>117,943</b>	<b>117,943</b>	<b>35,647</b>	<b>1,535,446</b>
<b>Monthly Surplus (Deficit)</b>	<b>(60,343)</b>	<b>(56,924)</b>	<b>(35,503)</b>	<b>(2,947)</b>	<b>72,362</b>	<b>(8,148)</b>	<b>51,795</b>	<b>(10,930)</b>	<b>(59,663)</b>	<b>49,748</b>	<b>9,425</b>	<b>(23,595)</b>	<b>148,023</b>	<b>73,299</b>

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY19-20

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Year-End Accruals	Annual Forecast	
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20			
<b>Cash Flow Adjustments</b>															
Monthly Surplus (Deficit)	(60,343)	(56,924)	(35,503)	(2,947)	72,362	(8,148)	51,795	(10,930)	(59,663)	49,748	9,425	(23,595)	148,023	73,299	
Cash flows from operating activities															
Depreciation/Amortization	809	520	665	665	665	665	665	665	665	665	665	665	-	7,976	
Public Funding Receivables	102,179	35,634	10,898	-	-	-	32,055	-	-	-	-	-	(183,670)	(2,905)	
Accounts Payable	(35,618)	-	-	-	-	-	-	-	-	-	-	-	35,647	29	
Proceeds from Factoring	27,000	108,000	-	108,000	-	-	-	-	108,000	-	-	-	-	351,000	
Payments on Factoring	(54,000)	-	(27,000)	(54,000)	(54,000)	(54,000)	(54,000)	-	-	-	(54,000)	(54,000)	-	(405,000)	
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Change in Cash</b>	(19,973)	87,230	(50,941)	51,718	19,027	(61,484)	30,514	(10,266)	49,002	50,413	(43,911)	(76,931)			
Cash, Beginning of Month	110,873	90,901	178,131	127,190	178,908	197,935	136,451	166,965	156,700	205,702	256,115	212,204			
Cash, End of Month	<u>90,901</u>	<u>178,131</u>	<u>127,190</u>	<u>178,908</u>	<u>197,935</u>	<u>136,451</u>	<u>166,965</u>	<u>156,700</u>	<u>205,702</u>	<u>256,115</u>	<u>212,204</u>	<u>135,273</u>			



# East Oak Leadership Academy

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	Prior Year P2 and PENSEC Estimates						P-1					P-2		Annual Forecast
	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	42,120	42,120	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	842,394
8012 Education Protection Account	-	-	-	33,628	-	-	33,628	-	-	33,628	-	-	33,628	134,510
8096 In Lieu of Property Taxes	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	261,821	
	15,709	73,538	63,065	130,389	96,761	96,761	130,389	112,470	94,143	127,770	94,143	94,143	1,238,725	
<b>Federal Revenue</b>														
8290 Title I, Part A - Basic Low Income	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821
8291 Title II, Part A - Teacher Quality	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	2,614	-	2,614
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	15,675	65,314
<b>Other State Revenue</b>														
8545 School Facilities (SB740)	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536
8550 Mandated Cost	-	-	-	-	-	1,614	-	-	-	-	-	-	-	1,614
8560 State Lottery	-	-	-	-	-	-	5,449	-	-	5,449	-	-	10,898	21,795
8599 Other State Revenue	-	-	-	-	106,470	-	-	-	-	40,950	-	-	15,380	163,800
	-	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	62,912	329,745
<b>Other Local Revenue</b>														
8650 Lease and Rental Income	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400	
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400	
<b>Total Revenue</b>	<b>17,659</b>	<b>75,488</b>	<b>80,690</b>	<b>132,339</b>	<b>205,181</b>	<b>116,001</b>	<b>209,055</b>	<b>114,420</b>	<b>111,768</b>	<b>176,119</b>	<b>131,727</b>	<b>98,707</b>	<b>188,030</b>	<b>1,657,185</b>
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	5,690	31,584	29,770	29,770	29,770	29,770	29,770	29,770	29,770	29,770	29,770	29,770	-	334,970
1300 Administrators' Salaries	11,844	11,844	11,844	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	11,845	142,136
	17,535	43,428	41,614	41,614	41,614	41,614	41,614	41,614	41,614	41,614	41,614	41,614	41,614	477,106
<b>Classified Salaries</b>														
2200 Support Salaries	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	8,367	-	100,401
2400 Clerical and Office Staff Salaries	-	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	3,157	-	34,730
2900 Other Classified Salaries	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	8,214	-	98,565
	16,580	19,738	19,738	19,738	19,738	19,738	19,738	19,738	19,738	19,738	19,738	19,738	-	233,696
<b>Benefits</b>														
3301 OASDI	2,136	3,952	3,838	3,794	3,794	3,794	3,794	3,794	3,794	3,794	3,794	3,794	-	44,070
3311 Medicare	485	898	872	895	895	895	895	895	895	895	895	895	-	10,307
3401 Health and Welfare	4,218	4,607	4,053	4,936	4,936	4,936	4,936	4,936	4,936	4,936	4,936	4,936	-	57,305
3501 State Unemployment	-	456	173	747	747	747	747	747	747	747	747	747	-	7,350
3601 Workers' Compensation	845	1,083	803	802	802	802	802	802	802	802	802	802	-	9,951
	7,683	10,997	9,738	11,174	11,174	11,174	11,174	11,174	11,174	11,174	11,174	11,174	-	128,983
<b>Books and Supplies</b>														
4100 Textbooks and Core Curricula Mater	-	-	1,958	1,857	1,857	1,857	-	-	-	-	-	-	-	7,529
4302 School Supplies	21	-	3,650	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	1,592	-	17,997
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	2,923	2,923	2,923	-	-	-	8,768
4305 Software	-	5,764	-	106	106	106	106	106	106	106	106	106	-	6,720
	21	5,764	5,608	3,555	3,555	3,555	1,698	4,621	4,621	4,621	1,698	1,698	-	41,015

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	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21		Year-End Accruals
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	53	53	53	53	53	53	53	53	53	-	478
5103 Substitute Teacher	-	-	-	159	159	159	159	159	159	159	159	159	-	1,433
5105 Security	-	443	106	293	293	293	293	293	293	293	293	293	-	3,184
	-	443	106	505	505	505	505	505	505	505	505	505	-	5,094
<b>Professional/Consulting Services</b>														
5801 IT	-	-	-	531	531	531	531	531	531	531	531	531	-	4,775
5802 Audit & Taxes	-	-	-	-	8,843	-	-	-	884	884	-	-	-	10,612
5803 Legal	-	-	-	2,388	2,388	2,388	2,388	2,388	2,388	2,388	2,388	2,388	-	21,489
5804 Professional Development	-	2,366	-	212	212	212	212	212	212	212	212	212	-	4,277
5810 Payroll Service Fee	349	413	400	424	424	424	424	424	424	424	424	424	-	4,983
5811 Management Fee	3,404	3,404	5,693	4,695	4,695	4,695	4,695	4,695	4,695	4,695	4,695	4,695	-	54,756
5812 District Oversight Fee	157	735	631	1,304	968	968	1,304	1,125	941	1,278	941	941	-	12,387
5814 SELPA Fees	-	-	-	-	-	-	34,596	-	34,596	-	-	-	-	103,788
	3,911	6,919	6,723	9,554	18,061	9,218	44,150	9,375	44,672	10,412	9,191	9,191	-	217,067
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	25,902	-	310,823
5603 Equipment Leases	2,037	2,875	887	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	-	23,197
5604 Other Leases	-	-	-	695	695	695	695	695	695	695	695	695	-	6,251
5605 Real/Personal Property Taxes	-	345	-	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	-	10,612
5610 Repairs and Maintenance	-	1,495	1,425	531	531	531	531	531	531	531	531	531	-	7,695
	27,939	30,617	28,214	30,201	30,201	30,201	30,201	30,201	30,201	30,201	30,201	30,201	-	358,579
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	832	-	41	-	-	-	-	-	-	-	-	-	-	874
5203 Business Meals	44	-	213	-	-	-	-	-	-	-	-	-	-	256
5400 Insurance	562	562	-	562	562	562	562	562	562	562	562	562	-	6,186
5501 Utilities	533	1,775	1,804	2,491	2,491	2,491	2,491	2,491	2,491	2,491	2,491	2,491	-	26,530
5502 Janitorial/Trash Removal	-	202	452	531	531	531	531	531	531	531	531	531	-	5,430
5510 Office Expense	42	-	241	263	263	263	263	263	263	263	263	263	-	2,653
5511 Postage and Shipping	-	-	25	33	33	33	33	33	33	33	33	33	-	318
5513 Other taxes and fees	-	-	430	424	424	424	424	424	424	424	424	424	-	4,245
5514 Bank Charges	32	32	32	225	225	225	225	225	225	225	225	225	-	2,122
5530 School Fundraising Expense	-	-	3	531	531	531	531	531	531	531	531	531	-	4,779
5900 Communications	266	567	395	453	453	453	453	453	453	453	453	453	-	5,306
	2,311	3,138	3,637	5,513	5,513	5,513	5,513	5,513	5,513	5,513	5,513	5,513	-	58,700
<b>Depreciation</b>														
6900 Depreciation Expense	825	531	678	678	678	678	678	678	678	678	678	678	-	8,136
	825	531	678	678	678	678	678	678	678	678	678	678	-	8,136
<b>Interest</b>														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>76,805</b>	<b>121,575</b>	<b>116,056</b>	<b>122,532</b>	<b>131,039</b>	<b>122,195</b>	<b>155,271</b>	<b>123,418</b>	<b>158,715</b>	<b>124,456</b>	<b>120,312</b>	<b>120,312</b>	-	<b>1,528,376</b>
<b>Monthly Surplus (Deficit)</b>	<b>(59,146)</b>	<b>(46,087)</b>	<b>(35,365)</b>	<b>9,807</b>	<b>74,142</b>	<b>(6,195)</b>	<b>53,785</b>	<b>(8,998)</b>	<b>(46,947)</b>	<b>51,664</b>	<b>11,415</b>	<b>(21,605)</b>	-	<b>128,809</b>



# East Oak Leadership Academy

## Monthly Cash Flow/Forecast FY20-21

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEFC Estimates						P-1				P-2		Annual Forecast	
	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21		Year-End Accruals
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(59,146)	(46,087)	(35,365)	9,807	74,142	(6,195)	53,785	(8,998)	(46,947)	51,664	11,415	(21,605)	152,339	128,809
Cash flows from operating activities														
Depreciation/Amortization	825	531	678	678	678	678	678	678	678	678	678	673	-	8,136
Public Funding Receivables	105,083	35,634	10,898	-	-	-	32,055	-	-	-	-	-	(188,030)	(4,360)
Accounts Payable	(35,647)	-	-	-	-	-	-	-	-	-	-	-	35,690	44
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>11,116</b>	<b>(9,922)</b>	<b>(23,790)</b>	<b>10,485</b>	<b>74,820</b>	<b>(5,517)</b>	<b>86,518</b>	<b>(8,320)</b>	<b>(46,269)</b>	<b>52,342</b>	<b>12,093</b>	<b>(20,927)</b>		
Cash, Beginning of Month	135,273	146,389	136,467	112,678	123,163	197,983	192,466	278,984	270,664	224,395	276,736	288,829		
<b>Cash, End of Month</b>	<b>146,389</b>	<b>136,467</b>	<b>112,678</b>	<b>123,163</b>	<b>197,983</b>	<b>192,466</b>	<b>278,984</b>	<b>270,664</b>	<b>224,395</b>	<b>276,736</b>	<b>288,829</b>	<b>267,902</b>		

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY21-22

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2		Annual Forecast
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	42,120	42,120	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	842,394
8012 Education Protection Account	-	-	-	33,628	-	-	33,628	-	-	33,628	-	-	-	134,510
8096 In Lieu of Property Taxes	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	261,821	
	15,709	73,538	63,065	130,389	96,761	96,761	130,389	112,470	94,143	127,770	94,143	94,143	1,238,725	
<b>Federal Revenue</b>														
8290 Title I, Part A - Basic Low Income	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821
8291 Title II, Part A - Teacher Quality	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	2,614	-	2,614
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	15,675	65,314
<b>Other State Revenue</b>														
8545 School Facilities (SB740)	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536
8550 Mandated Cost	-	-	-	-	-	1,614	-	-	-	-	-	-	-	1,614
8560 State Lottery	-	-	-	-	-	-	5,449	-	-	5,449	-	-	10,898	21,795
8599 Other State Revenue	-	-	-	-	106,470	-	-	-	-	40,950	-	-	-	163,800
	-	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	-	329,745
<b>Other Local Revenue</b>														
8650 Lease and Rental Income	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400
<b>Total Revenue</b>	<b>17,659</b>	<b>75,488</b>	<b>80,690</b>	<b>132,339</b>	<b>205,181</b>	<b>116,001</b>	<b>209,055</b>	<b>114,420</b>	<b>111,768</b>	<b>176,119</b>	<b>131,727</b>	<b>98,707</b>	<b>188,030</b>	<b>1,657,185</b>
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	5,804	32,215	30,365	30,365	30,365	30,365	30,365	30,365	30,365	30,365	30,365	30,365	-	341,670
1300 Administrators' Salaries	12,081	12,081	12,081	12,082	12,082	12,082	12,082	12,082	12,082	12,082	12,082	12,082	-	144,979
	17,885	44,296	42,446	42,447	42,447	42,447	42,447	42,447	42,447	42,447	42,447	42,447	-	486,648
<b>Classified Salaries</b>														
2200 Support Salaries	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	8,534	-	102,409
2400 Clerical and Office Staff Salaries	-	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	-	35,425
2900 Other Classified Salaries	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	8,378	-	100,536
	16,912	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	20,133	-	238,370
<b>Benefits</b>														
3301 OASDI	2,179	4,031	3,915	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	-	44,951
3311 Medicare	495	916	889	913	913	913	913	913	913	913	913	913	-	10,513
3401 Health and Welfare	4,302	4,699	4,134	5,035	5,035	5,035	5,035	5,035	5,035	5,035	5,035	5,035	-	58,451
3501 State Unemployment	-	456	173	747	747	747	747	747	747	747	747	747	-	7,350
3601 Workers' Compensation	861	1,105	819	818	818	818	818	818	818	818	818	818	-	10,150
	7,837	11,208	9,929	11,382	11,382	11,382	11,382	11,382	11,382	11,382	11,382	11,382	-	131,416
<b>Books and Supplies</b>														
4100 Textbooks and Core Curricula Mater	-	-	1,997	1,894	1,894	1,894	-	-	-	-	-	-	-	7,680
4302 School Supplies	21	-	3,723	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	1,624	-	18,357
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	2,981	2,981	2,981	-	-	-	8,944
4305 Software	-	5,880	-	108	108	108	108	108	108	108	108	108	-	6,854
	21	5,880	5,720	3,626	3,626	3,626	1,732	4,713	4,713	4,713	1,732	1,732	-	41,835

# East Oak Leadership Academy

## Monthly Cash Flow/Forecast FY21-22

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1				P-2	Year-End Accruals	Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22			Jun-22
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	54	54	54	54	54	54	54	54	54	-	487
5103 Substitute Teacher	-	-	-	162	162	162	162	162	162	162	162	162	-	1,461
5105 Security	-	452	108	299	299	299	299	299	299	299	299	299	-	3,247
	-	452	108	515	515	515	515	515	515	515	515	515	-	5,196
<b>Professional/Consulting Services</b>														
5801 IT	-	-	-	541	541	541	541	541	541	541	541	541	-	4,871
5802 Audit & Taxes	-	-	-	-	9,020	-	-	-	902	902	-	-	-	10,824
5803 Legal	-	-	-	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435	2,435	-	21,919
5804 Professional Development	-	2,414	-	216	216	216	216	216	216	216	216	216	-	4,362
5810 Payroll Service Fee	356	421	408	433	433	433	433	433	433	433	433	433	-	5,082
5811 Management Fee	3,472	3,472	5,806	4,789	4,789	4,789	4,789	4,789	4,789	4,789	4,789	4,789	-	55,851
5812 District Oversight Fee	157	735	631	1,304	968	968	1,304	1,125	941	1,278	941	941	1,094	12,387
5814 SELPA Fees	-	-	-	-	-	-	34,596	-	34,596	-	-	-	-	103,788
	3,986	7,043	6,845	9,719	18,403	9,383	44,315	9,540	44,854	10,595	9,356	9,356	-	219,085
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	26,420	-	317,040
5603 Equipment Leases	2,078	2,932	905	1,972	1,972	1,972	1,972	1,972	1,972	1,972	1,972	1,972	-	23,661
5604 Other Leases	-	-	-	709	709	709	709	709	709	709	709	709	-	6,377
5605 Real/Personal Property Taxes	-	352	-	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164	1,164	-	10,824
5610 Repairs and Maintenance	-	1,525	1,453	541	541	541	541	541	541	541	541	541	-	7,849
	28,498	31,230	28,778	30,805	30,805	30,805	30,805	30,805	30,805	30,805	30,805	30,805	-	365,751
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	849	-	42	-	-	-	-	-	-	-	-	-	-	891
5203 Business Meals	45	-	217	-	-	-	-	-	-	-	-	-	-	262
5400 Insurance	573	573	-	574	574	574	574	574	574	574	574	574	-	6,310
5501 Utilities	543	1,811	1,840	2,541	2,541	2,541	2,541	2,541	2,541	2,541	2,541	2,541	-	27,061
5502 Janitorial/Trash Removal	-	206	461	541	541	541	541	541	541	541	541	541	-	5,538
5510 Office Expense	43	-	246	269	269	269	269	269	269	269	269	269	-	2,706
5511 Postage and Shipping	-	-	26	33	33	33	33	33	33	33	33	33	-	325
5513 Other taxes and fees	-	-	438	432	432	432	432	432	432	432	432	432	-	4,330
5514 Bank Charges	32	32	32	230	230	230	230	230	230	230	230	230	-	2,165
5530 School Fundraising Expense	-	-	3	541	541	541	541	541	541	541	541	541	-	4,874
5900 Communications	271	578	403	462	462	462	462	462	462	462	462	462	-	5,412
	2,357	3,201	3,710	5,623	5,623	5,623	5,623	5,623	5,623	5,623	5,623	5,623	-	59,874
<b>Depreciation</b>														
6900 Depreciation Expense	842	541	692	692	692	692	692	692	692	692	692	692	-	8,299
	842	541	692	692	692	692	692	692	692	692	692	692	-	8,299
<b>Interest</b>														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>78,338</b>	<b>123,982</b>	<b>118,361</b>	<b>124,941</b>	<b>133,625</b>	<b>124,605</b>	<b>157,643</b>	<b>125,849</b>	<b>161,164</b>	<b>126,904</b>	<b>122,685</b>	<b>122,685</b>	<b>35,690</b>	<b>1,556,473</b>
<b>Monthly Surplus (Deficit)</b>	<b>(60,679)</b>	<b>(48,494)</b>	<b>(37,670)</b>	<b>7,397</b>	<b>71,556</b>	<b>(8,604)</b>	<b>51,412</b>	<b>(11,429)</b>	<b>(49,396)</b>	<b>49,215</b>	<b>9,042</b>	<b>(23,978)</b>	<b>339</b>	<b>100,712</b>

# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY21-22

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22		Year-End Accruals
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(60,679)	(48,494)	(37,670)	7,397	71,556	(8,604)	51,412	(11,429)	(49,396)	49,215	9,042	(23,978)	152,339	100,712
Cash flows from operating activities														
Depreciation/Amortization	842	541	692	692	692	692	692	692	692	692	692	692	-	8,299
Public Funding Receivables	109,443	35,634	10,898	-	-	-	32,055	-	-	-	-	-	(188,030)	-
Accounts Payable	(35,690)	-	-	-	-	-	-	-	-	-	-	-	35,690	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>13,915</b>	<b>(12,319)</b>	<b>(26,081)</b>	<b>8,089</b>	<b>72,247</b>	<b>(7,913)</b>	<b>84,159</b>	<b>(10,737)</b>	<b>(48,704)</b>	<b>49,907</b>	<b>9,734</b>	<b>(23,286)</b>		
Cash, Beginning of Month	267,902	281,817	269,498	243,417	251,506	323,753	315,841	399,999	389,262	340,558	390,465	400,198		
<b>Cash, End of Month</b>	<b>281,817</b>	<b>269,498</b>	<b>243,417</b>	<b>251,506</b>	<b>323,753</b>	<b>315,841</b>	<b>399,999</b>	<b>389,262</b>	<b>340,558</b>	<b>390,465</b>	<b>400,198</b>	<b>376,912</b>		



# East Oak Leadership Academy

## Monthly Cash Flow/Forecast FY22-23

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2		Annual Forecast
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	
<b>Revenues</b>														
<b>State Aid - Revenue Limit</b>														
8011 LCFF State Aid	-	42,120	42,120	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	75,815	842,394
8012 Education Protection Account	-	-	-	33,628	-	-	33,628	-	-	33,628	-	-	33,628	134,510
8096 In Lieu of Property Taxes	15,709	31,419	20,946	20,946	20,946	20,946	20,946	36,655	18,327	18,327	18,327	18,327	261,821	
	15,709	73,538	63,065	130,389	96,761	96,761	130,389	112,470	94,143	127,770	94,143	94,143	1,238,725	
<b>Federal Revenue</b>														
8290 Title I, Part A - Basic Low Income	-	-	14,205	-	-	14,205	-	-	14,205	-	-	-	14,205	56,821
8291 Title II, Part A - Teacher Quality	-	-	1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879
8293 Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	2,614	2,614	
	-	-	15,675	-	-	15,675	-	-	15,675	-	-	2,614	15,675	65,314
<b>Other State Revenue</b>														
8545 School Facilities (SB740)	-	-	-	-	-	-	71,268	-	-	-	35,634	-	35,634	142,536
8550 Mandated Cost	-	-	-	-	-	1,614	-	-	-	-	-	-	-	1,614
8560 State Lottery	-	-	-	-	-	-	5,449	-	-	5,449	-	-	10,898	21,795
8599 Other State Revenue	-	-	-	-	106,470	-	-	-	-	40,950	-	-	16,380	163,800
	-	-	-	-	106,470	1,614	76,717	-	-	46,399	35,634	-	62,912	329,745
<b>Other Local Revenue</b>														
8650 Lease and Rental Income	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-	23,400
<b>Total Revenue</b>	<b>17,659</b>	<b>75,488</b>	<b>80,690</b>	<b>132,339</b>	<b>205,181</b>	<b>116,001</b>	<b>209,055</b>	<b>114,420</b>	<b>111,768</b>	<b>176,119</b>	<b>131,727</b>	<b>98,707</b>	<b>188,030</b>	<b>1,657,185</b>
<b>Expenses</b>														
<b>Certificated Salaries</b>														
1100 Teachers' Salaries	5,920	32,860	30,972	30,972	30,972	30,972	30,972	30,972	30,972	30,972	30,972	30,972	-	348,503
1300 Administrators' Salaries	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	12,323	-	147,878
	18,243	45,182	43,295	43,296	43,296	43,296	43,296	43,296	43,296	43,296	43,296	43,296	-	496,381
<b>Classified Salaries</b>														
2200 Support Salaries	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	8,705	-	104,457
2400 Clerical and Office Staff Salaries	-	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	-	36,134
2900 Other Classified Salaries	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	8,546	-	102,547
	17,250	20,535	20,535	20,535	20,535	20,535	20,535	20,535	20,535	20,535	20,535	20,535	-	243,138
<b>Benefits</b>														
3301 OASDI	2,222	4,112	3,993	3,947	3,947	3,947	3,947	3,947	3,947	3,947	3,947	3,947	-	45,850
3311 Medicare	505	934	907	931	931	931	931	931	931	931	931	931	-	10,723
3401 Health and Welfare	4,388	4,793	4,217	5,136	5,136	5,136	5,136	5,136	5,136	5,136	5,136	5,136	-	59,620
3501 State Unemployment	-	456	173	747	747	747	747	747	747	747	747	747	-	7,350
3601 Workers' Compensation	879	1,127	835	835	835	835	835	835	835	835	835	835	-	10,353
	7,994	11,423	10,124	11,595	11,595	11,595	11,595	11,595	11,595	11,595	11,595	11,595	-	133,897
<b>Books and Supplies</b>														
4100 Textbooks and Core Curricula Mater	-	-	2,037	1,932	1,932	1,932	-	-	-	-	-	-	-	7,833
4302 School Supplies	22	-	3,798	1,656	1,656	1,656	1,656	1,656	1,656	1,656	1,656	1,656	-	18,724
4303 Special Activities/Field Trips	-	-	-	-	-	-	-	3,041	3,041	3,041	-	-	-	9,123
4305 Software	-	5,997	-	110	110	110	110	110	110	110	110	110	-	6,991
	22	5,997	5,835	3,699	3,699	3,699	1,767	4,807	4,807	4,807	1,767	1,767	-	42,671



# East Oakland Leadership Academy

## Monthly Cash Flow/Forecast FY22-23

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22		Year-End Accruals
<b>Subagreement Services</b>														
5101 Nursing	-	-	-	55	55	55	55	55	55	55	55	55	-	497
5103 Substitute Teacher	-	-	-	166	166	166	166	166	166	166	166	166	-	1,491
5105 Security	-	461	110	305	305	305	305	305	305	305	305	305	-	3,312
	-	461	110	525	525	525	525	525	525	525	525	525	-	5,300
<b>Professional/Consulting Services</b>														
5801 IT	-	-	-	552	552	552	552	552	552	552	552	552	-	4,968
5802 Audit & Taxes	-	-	-	-	9,201	-	-	-	920	920	-	-	-	11,041
5803 Legal	-	-	-	2,484	2,484	2,484	2,484	2,484	2,484	2,484	2,484	2,484	-	22,358
5804 Professional Development	-	2,462	-	221	221	221	221	221	221	221	221	221	-	4,449
5810 Payroll Service Fee	363	430	416	442	442	442	442	442	442	442	442	442	-	5,184
5811 Management Fee	3,542	3,542	5,923	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	4,885	-	56,968
5812 District Oversight Fee	157	735	631	1,304	968	968	1,304	1,125	941	1,278	941	941	1,094	12,387
5814 SELPA Fees							34,596		34,596				34,596	103,788
	4,062	7,169	6,969	9,887	18,752	9,551	44,483	9,708	45,041	10,781	9,525	9,525	35,690	221,143
<b>Facilities, Repairs and Other Leases</b>														
5601 Rent	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	26,948	-	323,380
5603 Equipment Leases	2,119	2,991	923	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	2,011	-	24,134
5604 Other Leases	-	-	-	723	723	723	723	723	723	723	723	723	-	6,504
5605 Real/Personal Property Taxes	-	359	-	1,187	1,187	1,187	1,187	1,187	1,187	1,187	1,187	1,187	-	11,041
5610 Repairs and Maintenance	-	1,556	1,482	552	552	552	552	552	552	552	552	552	-	8,006
	29,068	31,854	29,354	31,421	31,421	31,421	31,421	31,421	31,421	31,421	31,421	31,421	-	373,066
<b>Operations and Housekeeping</b>														
5201 Auto and Travel	866	-	43	-	-	-	-	-	-	-	-	-	-	909
5203 Business Meals	46	-	221	-	-	-	-	-	-	-	-	-	-	267
5400 Insurance	585	585	-	585	585	585	585	585	585	585	585	585	-	6,436
5501 Utilities	554	1,847	1,877	2,591	2,591	2,591	2,591	2,591	2,591	2,591	2,591	2,591	-	27,602
5502 Janitorial/Trash Removal	-	210	470	552	552	552	552	552	552	552	552	552	-	5,649
5510 Office Expense	44	-	251	274	274	274	274	274	274	274	274	274	-	2,760
5511 Postage and Shipping	-	-	26	34	34	34	34	34	34	34	34	34	-	331
5513 Other taxes and fees	-	-	447	441	441	441	441	441	441	441	441	441	-	4,416
5514 Bank Charges	33	33	33	234	234	234	234	234	234	234	234	234	-	2,208
5530 School Fundraising Expense	-	-	4	552	552	552	552	552	552	552	552	552	-	4,972
5900 Communications	277	589	411	471	471	471	471	471	471	471	471	471	-	5,520
	2,404	3,265	3,784	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	-	61,071
<b>Depreciation</b>														
6900 Depreciation Expense	859	552	705	705	705	705	705	705	705	705	705	705	-	8,465
	859	552	705	705	705	705	705	705	705	705	705	705	-	8,465
<b>Interest</b>														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>79,902</b>	<b>126,438</b>	<b>120,712</b>	<b>127,399</b>	<b>136,264</b>	<b>127,063</b>	<b>160,063</b>	<b>128,329</b>	<b>163,661</b>	<b>129,402</b>	<b>125,105</b>	<b>125,105</b>	<b>35,690</b>	<b>1,585,132</b>
<b>Monthly Surplus (Deficit)</b>	<b>(62,243)</b>	<b>(50,950)</b>	<b>(40,022)</b>	<b>4,940</b>	<b>68,918</b>	<b>(11,062)</b>	<b>48,992</b>	<b>(13,908)</b>	<b>(51,894)</b>	<b>46,718</b>	<b>6,622</b>	<b>(26,398)</b>	<b>11,913</b>	<b>72,053</b>

# East Oak Leadership Academy

## Monthly Cash Flow/Forecast FY22-23

Revised 10/30/17

ADA = 115.32

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Annual Forecast	
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22		Year-End Accruals
<b>Cash Flow Adjustments</b>														
Monthly Surplus (Deficit)	(62,243)	(50,950)	(40,022)	4,940	68,918	(11,062)	48,992	(13,908)	(51,894)	46,718	6,622	(26,398)	152,339	72,053
Cash flows from operating activities														
Depreciation/Amortization	859	552	705	705	705	705	705	705	705	705	705	705	-	8,465
Public Funding Receivables	109,443	35,634	10,898	-	-	-	32,055	-	-	-	-	-	(188,030)	-
Accounts Payable	(35,690)	-	-	-	-	-	-	-	-	-	-	-	35,690	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>12,369</b>	<b>(14,764)</b>	<b>(28,419)</b>	<b>5,645</b>	<b>69,623</b>	<b>(10,357)</b>	<b>81,753</b>	<b>(13,203)</b>	<b>(51,188)</b>	<b>47,423</b>	<b>7,328</b>	<b>(25,692)</b>		
Cash, Beginning of Month	376,912	389,281	374,517	346,098	351,743	421,366	411,009	492,762	479,559	428,371	475,794	483,122		
<b>Cash, End of Month</b>	<b>389,281</b>	<b>374,517</b>	<b>346,098</b>	<b>351,743</b>	<b>421,366</b>	<b>411,009</b>	<b>492,762</b>	<b>479,559</b>	<b>428,371</b>	<b>475,794</b>	<b>483,122</b>	<b>457,429</b>		

## Revenue Data Input

School Name: East Oakland Leadership Academy

General	
Attendance Rate	93%
Unduplicated Rate	97.34%
Lunch Pick Up %	99%
School Days Per Year	180
EPA Funding %	16.49%
Oversight Fee	1%
SELPA Fee (% or \$)	\$ 900

Annual Apportionment Amounts	
<b>FEDERAL REVENUE</b>	
Federal Special Education (IDEA)	
Title I, Part A - Basic Low Income	56,821
Title II, Part A - Teacher Quality	5,879
Title III - Limited English	2,614
Title V, Part B - Charter School Grants	-
Charter School Facility Incentive Grant	79,092
<i>Federal Child Nutrition</i>	
Breakfast Rate	
Lunch Rate	
Federal Child Nutrition Per ADA	-

### Preliminary Attendance Reporting

#### New Grade/New School

New Grade/New School Estimated ADA (PENSEC)		
	Enrollment	ADA
Grade K-3	0	0.00
Grade 4-6	0	0.00
Grade 7-8	0	0.00
Grade 9-12	0	0.00
<b>Total New ADA</b>		<b><u>0.00</u></b>

#### Existing School/Grades

PY P2 ADA		ADA
Grade K-3		58.86
Grade 4-6		39.94
Grade 7-8		16.81
Grade 9-12		0.00
<b>Total Returning ADA</b>		<b><u>115.61</u></b>

### Current Attendance Forecast

	Enrollment	ADA
Grade K-3	64	59.52
Grade 4-6	42	39.06
Grade 7-8	18	16.74
Grade 9-12	0	0.00
<b>Total ADA</b>		<b><u>115.32</u></b>

<b>STATE REVENUE</b>	
Special Ed Instructional Entitlement	
School Facilities Apportionment (SB740)	63,444
Mandated Cost Reimbursement K-8	14
Mandated Cost Reimbursement 9-12	42
State Lottery Revenue	189
Other State Revenue (ASES)	163,800
<i>State Child Nutrition</i>	
Breakfast Rate	
Lunch Rate	
State Child Nutrition Per ADA	-

<b>LOCAL REVENUE</b>	
In Lieu of Property Taxes	2,270.39

<b>OTHER REVENUE</b>	
Food Service Sales	-
Lease and Rental Income	23,400
Interest Income	-
Other Fees and Contracts	-
ASB Fundraising Revenue (per pupil)	-
School Fundraising Revenue (per pupil)	-
Contributions, Unrestricted	-
Contributions, Restricted	-

*Source*

*Alameda  
Primary allocation  
Primary allocation  
Final Allocation*

*Estimate  
Estimate*

*Alameda  
Calculation  
Estimate  
Estimate  
Estimate  
ASES*

*Estimate  
Estimate*

*16-17 Alameda*

# East Oakland Leadership Academy

## LCFF Funding Calculation

### Calculate the LCFF Target

Target Base Grant by Grade

Grade Level	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K-3	\$ 7,193	\$ 7,348	\$ 7,521	\$ 7,714	\$ 7,714	\$ 7,714
4-6	\$ 7,301	\$ 7,458	\$ 7,633	\$ 7,829	\$ 7,829	\$ 7,829
7-8	\$ 7,518	\$ 7,680	\$ 7,860	\$ 8,062	\$ 8,062	\$ 8,062
9-12	\$ 8,712	\$ 8,899	\$ 9,108	\$ 9,342	\$ 9,342	\$ 9,342
	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>
K-3	64.00	64.00	64.00	64.00	64.00	64.00
4-6	42.00	42.00	42.00	42.00	42.00	42.00
7-8	18.00	18.00	18.00	18.00	18.00	18.00
9-12	-	-	-	-	-	-
<b>Total Enrollment</b>	<b>124.00</b>	<b>124.00</b>	<b>124.00</b>	<b>124.00</b>	<b>124.00</b>	<b>124.00</b>
	<b>ADA</b>	<b>ADA</b>	<b>ADA</b>	<b>ADA</b>	<b>ADA</b>	<b>ADA</b>
K-3	59.52	59.52	59.52	59.52	59.52	59.52
4-6	39.06	39.06	39.06	39.06	39.06	39.06
7-8	16.74	16.74	16.74	16.74	16.74	16.74
9-12	-	-	-	-	-	-
<b>Total ADA</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>	<b>115.32</b>
<b>Total Base Target</b>	<b>\$ 839,155</b>	<b>\$ 857,225</b>	<b>\$ 877,371</b>	<b>\$ 899,896</b>	<b>\$ 899,896</b>	<b>\$ 899,896</b>
<i>**ADA From New Grade Levels</i>	-	-	-	-	-	-
<b>Grade Level Add-Ons</b>						
K-3 CSR Supplement (10.4% of K-3)	44,521	45,473	46,545	47,735	47,735	47,735
High School Supplement (2.6% of 9-12)	-	-	-	-	-	-
<b>Total Add-Ons</b>	<b>\$ 44,521</b>	<b>\$ 45,473</b>	<b>\$ 46,545</b>	<b>\$ 47,735</b>	<b>\$ 47,735</b>	<b>\$ 47,735</b>
<b>Total Target Base Plus Add-Ons</b>	<b>\$ 883,676</b>	<b>\$ 902,698</b>	<b>\$ 923,916</b>	<b>\$ 947,631</b>	<b>\$ 947,631</b>	<b>\$ 947,631</b>
<b>Average Base per ADA</b>	<b>\$ 7,663</b>	<b>\$ 7,828</b>	<b>\$ 8,012</b>	<b>\$ 8,217</b>	<b>\$ 8,217</b>	<b>\$ 8,217</b>
<b>Supplemental Grant</b>						
Unduplicated FRPM/ELL/FY Count	120	120	121	121	121	121
Total Enrollment	124	124	124	124	124	124
School Percent FRPM/ELL/FY	96.49%	97.08%	97.34%	97.34%	97.34%	97.34%
School Supplement Per Pupil (20%)	\$ 1,479	\$ 1,520	\$ 1,560	\$ 1,600	\$ 1,600	\$ 1,600
<b>Total Supplemental Grant</b>	<b>\$ 170,531</b>	<b>\$ 175,269</b>	<b>\$ 179,868</b>	<b>\$ 184,485</b>	<b>\$ 184,485</b>	<b>\$ 184,485</b>
<b>Concentration Grant</b>						
District Unduplicated FRPM/ELL/FY	77.50%	77.50%	77.50%	77.50%	77.50%	77.50%
<b>Total Concentration Grant</b>	<b>\$ 99,413</b>	<b>\$ 101,553</b>	<b>\$ 103,940</b>	<b>\$ 106,609</b>	<b>\$ 106,609</b>	<b>\$ 106,609</b>
<b>Total LCFF Target</b>	<b>\$ 1,153,620</b>	<b>\$ 1,179,519</b>	<b>\$ 1,207,724</b>	<b>\$ 1,238,725</b>	<b>\$ 1,238,725</b>	<b>\$ 1,238,725</b>
<b>Base Grant per ADA</b>	<b>\$ 10,004</b>	<b>\$ 10,228</b>	<b>\$ 10,473</b>	<b>\$ 10,742</b>	<b>\$ 10,742</b>	<b>\$ 10,742</b>
<b>Calculate the Gap Closure</b>						
Funding Floor	\$ 1,086,522	\$ 1,116,041	\$ 1,158,013	\$ 1,190,285	\$ 1,238,725	\$ 1,238,725
Gap Between Floor and Target	67,098	63,478	49,711	48,440	-	-
Estimated Gap Closure %	43.97%	66.12%	64.92%	100.00%	0.00%	0.00%
Amount of Estimated Gap Closure	\$ 29,503	\$ 41,972	\$ 32,272	\$ 48,440	\$ -	\$ -
<b>Total Funding</b>	<b>\$ 1,116,041</b>	<b>\$ 1,158,013</b>	<b>\$ 1,190,285</b>	<b>\$ 1,238,725</b>	<b>\$ 1,238,725</b>	<b>\$ 1,238,725</b>
<b>Total Funding per ADA</b>	<b>\$ 9,678</b>	<b>\$ 10,042</b>	<b>\$ 10,322</b>	<b>\$ 10,742</b>	<b>\$ 10,742</b>	<b>\$ 10,742</b>



**Revenues**

	Prior Year P2 and PENSEC Estimates						P-1					P-2	Total Annual Forecast	Original Budget Total	Favorable / (Unfav.)	
	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18				Year-End Accruals
ADA = 115.32																
<b>State Aid - Revenue Limit</b>																
8011		35,545	35,545	64,367	64,367	64,367	64,367	64,367	64,093	64,093	64,093	64,093	64,093	713,390	712,360	1,030
8012				35,953	-	-	35,953	-	-	35,953	-	-	32,971	140,830	142,061	(1,231)
8096		15,136	31,673	21,115	21,115	21,115	21,115	21,115	21,642	21,642	21,642	21,642	22,169	261,821	261,821	-
		51,881	67,218	121,435	85,482	85,482	121,435	85,482	85,735	121,688	85,735	85,735	119,233	1,116,041	1,116,243	(202)
<b>Federal Revenue</b>																
8290			14,205	-	-	14,205	-	-	14,205	-	-	-	14,206	56,821	59,257	(2,436)
8291			1,470	-	-	1,470	-	-	1,470	-	-	-	1,470	5,879	-	5,879
8293			-	-	-	-	-	-	-	-	-	2,614	2,614	2,614	-	2,614
8295			-	-	-	-	13,182	6,591	19,773	6,591	6,591	6,591	19,773	79,092	79,092	-
			15,675	-	-	15,675	13,182	6,591	35,448	6,591	6,591	9,205	35,448	144,406	138,349	6,057
<b>Other State Revenue</b>																
8545			-	-	-	-	31,722	-	-	-	15,861	-	15,861	63,444	63,444	-
8550			-	-	-	1,619	-	-	-	-	-	-	1,619	1,619	1,619	-
8560			-	-	-	-	5,463	-	-	5,463	-	-	10,870	21,795	21,795	-
8598			155	-	-	-	-	-	-	-	-	-	155	155	-	155
8599			-	-	-	106,470	-	-	-	40,950	-	-	16,380	163,800	150,000	13,800
			155	-	-	108,089	37,184	-	-	46,413	15,861	-	43,111	250,813	236,858	13,955
<b>Other Local Revenue</b>																
8650	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400	23,400	-
8699			100	-	-	-	-	-	-	-	-	-	100	100	-	100
8980		1,930	-	-	-	-	-	-	-	-	-	-	1,930	1,930	-	1,930
	1,950	1,980	2,050	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	25,430	23,400	2,030	
<b>Total Revenue</b>	<b>1,950</b>	<b>55,261</b>	<b>85,098</b>	<b>123,385</b>	<b>87,432</b>	<b>211,195</b>	<b>173,751</b>	<b>94,023</b>	<b>123,133</b>	<b>176,642</b>	<b>110,137</b>	<b>96,890</b>	<b>197,793</b>	<b>1,536,690</b>	<b>1,514,849</b>	<b>21,840</b>

**Expenses**

<b>Certificated Salaries</b>																
1100	5,170	28,495	27,047	27,047	27,047	27,047	27,047	27,047	27,047	27,047	27,047	27,047	27,047	304,338	267,019	(37,319)
1300	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	133,943	133,944	1
	18,332	39,657	38,209	38,209	38,209	38,209	38,209	38,209	38,209	38,209	38,209	38,209	438,281	400,963	(37,318)	
<b>Classified Salaries</b>																
2100		772	-	-	-	-	-	-	-	-	-	-	-	772	42,840	42,068
2200	7,884	7,884	7,884	7,884	7,884	7,884	7,884	7,884	7,884	7,884	7,884	7,884	7,884	94,610	71,270	(23,340)
2300															36,000	36,000
2400		2,727	3,447	3,447	3,447	3,447	3,447	3,447	3,447	3,447	3,447	3,447	3,447	37,200	38,247	1,047
2900	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	7,740	92,880	32,340	(60,540)
	15,624	19,117	19,071	19,071	19,071	19,071	19,071	19,071	19,071	19,071	19,071	19,071	19,071	225,462	220,697	(4,764)
<b>Benefits</b>																
3301	1,971	3,646	3,541	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	40,658	38,543	(2,115)
3311	461	853	828	850	850	850	850	850	850	850	850	850	850	9,792	9,014	(778)
3401	2,563	2,900	2,483	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	34,826	49,500	14,674
3501		521	197	853	853	853	853	853	853	853	853	853	853	8,395	8,395	-
3601	1,013	1,150	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,403	11,190	(1,213)
	4,047	5,170	6,980	9,203	9,203	9,203	9,203	9,203	9,203	9,203	9,203	9,203	9,203	106,074	116,641	10,567
<b>Books and Supplies</b>																
4100			1,845	1,750	1,750	1,750	-	-	-	-	-	-	-	7,095	7,000	(95)
4200			34	-	-	-	-	-	-	-	-	-	-	34	-	(34)
4302	20	3,440	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	16,959	20,000	3,041
4303	11		130	-	-	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	8,263	8,000	(263)
4305		5,432	5,548	100	100	100	100	100	100	100	100	100	100	6,332	2,500	(3,832)
	52	5,432	5,548	3,350	3,350	6,017	4,267	4,267	1,600	1,600	1,600	1,600	1,600	38,683	37,500	(1,183)
<b>Subagreement Services</b>																
5101				50	50	50	50	50	50	50	50	50	50	450	500	50
5103				150	150	150	150	150	150	150	150	150	150	1,350	1,500	150
5105		417	100	276	276	276	276	276	276	276	276	276	276	3,000	3,000	-
		417	100	476	476	476	476	476	476	476	476	476	476	4,800	5,000	200
<b>Professional/Consulting Services</b>																
5801				500	500	500	500	500	500	500	500	500	500	4,500	5,000	500
5802				-	8,333	-	-	833	833	-	-	-	-	10,000	10,000	-
5803				2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	20,250	25,000	4,750
5804		2,230		200	200	200	200	200	200	200	200	200	200	4,030	2,000	(2,030)
5810	329	389	377	400	400	400	400	400	400	400	400	400	400	4,695	5,000	305
5811	3,208	3,208	3,364	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	4,424	51,598	53,050	1,492
5812				-	-	-	-	-	-	-	-	-	-	11,160	11,162	2
5814				-	-	-	34,596	-	34,596	-	-	-	-	34,596	103,788	103,788
	4,337	6,427	6,741	7,774	16,108	7,774	42,370	7,774	43,204	8,608	7,774	7,774	45,736	210,021	215,040	5,019
<b>Facilities, Repairs and Other Leases</b>																
5601	24,408	24,408	24,408	24,408	24,408	24,408	24,408	24,408	24,408	24,408	24,408	24,408	24,408	292,896	292,151	(745)
5603	1,920	2,709	836	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	1,822	21,859	17,391	(4,469)
5604				655	655	655	655	655	655	655	655	655	655	5,891	7,200	1,309
5605		325		1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	10,000	10,000	-
5610		1,409	1,342	500	500	500	500	500	500	500	500	500	500	7,252	5,000	(2,252)
	26,328	28,851	26,587	28,459	28,459	28,459	28,459	28,459	28,459	28,459	28,459	28,459	28,459	337,897	331,741	(6,156)

East Oakland Leadership Academy

Monthly Cash Flow/Forecast FY17-18

Revised 10/30/17

ADA = 115.32



	Prior Year P2 and PENSEC Estimates						P-1					P-2	Total Annual Forecast	Original Budget Total	Favorable / (Unfav.)	
	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18				Year-End Accruals
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	784	-	39	-	-	-	-	-	-	-	-	-	-	823	-	(823)
5203 Business Meals	41	-	200	-	-	-	-	-	-	-	-	-	-	242	-	(242)
5400 Insurance	530	530	-	530	530	530	530	530	530	530	530	530	530	5,829	5,000	(829)
5501 Utilities	502	1,673	1,700	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	2,347	25,000	25,000	-
5502 Janitorial/Trash Removal	-	191	426	500	500	500	500	500	500	500	500	500	500	5,117	7,500	2,383
5510 Office Expense	40	-	227	248	248	248	248	248	248	248	248	248	248	2,500	2,500	-
5511 Postage and Shipping	-	-	24	31	31	31	31	31	31	31	31	31	31	300	300	-
5513 Other taxes and fees	-	-	405	399	399	399	399	399	399	399	399	399	399	4,000	4,000	-
5514 Bank Charges	30	30	30	212	212	212	212	212	212	212	212	212	212	2,000	2,000	-
5515 Public Relations/Recruitment	-	-	75	-	-	-	-	-	-	-	-	-	-	75	-	(75)
5530 School Fundraising Expense	-	-	3	500	500	500	500	500	500	500	500	500	500	4,503	7,500	2,997
5900 Communications	251	534	372	427	427	427	427	427	427	427	427	427	427	5,000	5,000	-
	2,178	2,957	3,502	5,195	5,195	5,195	5,195	5,195	5,195	5,195	5,195	5,195	5,195	55,389	58,800	3,411
<b>Depreciation</b>																
6900 Depreciation Expense	-	-	-	639	639	639	639	639	639	639	639	639	639	7,667	10,000	2,333
	-	-	-	639	639	639	639	639	639	639	639	639	639	7,667	10,000	2,333
<b>Interest</b>																
743B Interest Expense	-	-	-	5,430	-	-	10,860	-	-	10,800	-	5,400	-	55,127	65,372	10,245
	-	-	-	5,430	-	-	10,860	-	-	10,800	-	5,400	-	55,127	65,372	10,245
<b>Total Expenses</b>																
				117,806	120,710	115,043	158,749	113,293	146,056	122,260	110,626	116,026	116,026	1,479,401	1,461,756	(17,645)
<b>Monthly Surplus (Deficit)</b>																
				5,578	(33,278)	96,152	15,002	(19,271)	(22,922)	54,382	(489)	(19,136)	(19,136)	57,289	53,094	4,195
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(78,427)	(66,953)	(75,386)	5,578	(33,278)	96,152	15,002	(19,271)	(22,922)	54,382	(489)	(19,136)	(19,136)	152,036	57,289	4%
<b>Cash flows from operating activities</b>																
Depreciation/Amortization	778	500	639	639	639	639	639	639	639	639	639	639	639	7,667	7,667	-
Public Funding Receivables	118,392	41,384	(9,084)	28,248	34,773	-	-	-	-	-	-	-	-	15,920	15,920	-
Grants and Contributions Rec.	(1,950)	1,250	-	-	-	-	-	-	-	-	-	-	-	(700)	(700)	-
Prepaid Expenses	(913)	913	2,295	-	-	-	-	-	-	-	-	-	-	2,295	2,295	-
Accounts Payable	(42,440)	4,358	2,456	10,000	-	-	-	-	-	-	-	-	-	20,131	20,131	-
Accrued Expenses	(32,723)	22,031	1,845	-	-	-	-	-	-	-	-	-	-	(8,847)	(8,847)	-
<b>Cash flows from financing activities</b>																
Proceeds from Factoring	103,600	108,600	-	54,300	-	-	108,600	-	-	108,000	-	54,000	54,000	537,100	537,100	-
Payments on Factoring	(85,300)	(27,500)	(27,500)	(82,000)	(51,800)	(54,300)	(54,300)	(54,300)	-	(54,300)	(54,300)	(54,000)	(54,000)	(599,300)	(599,300)	-
Proceeds(Payments) on Debt	(19,238)	(4,260)	(4,292)	(4,303)	-	-	-	-	-	-	-	-	-	(32,093)	(32,093)	-
<b>Total Change in Cash</b>																
	(97,922)	80,324	(99,027)	12,462	(49,666)	42,491	69,941	(72,932)	(22,283)	108,721	(54,150)	(18,497)	(18,497)			
<b>Cash, Beginning of Month</b>																
	96,982	59,060	-	80,357	92,819	43,153	85,644	155,584	82,653	60,369	169,091	114,941	114,941			
<b>Cash, End of Month</b>																
	59,060	139,384	357	92,819	43,153	85,644	155,584	82,653	60,369	169,091	114,941	96,444	96,444			

# STUDENT FAMILY HANDBOOK



# East Oakland Leadership Academy Public Charter School

## Student-Family Handbook



Dr. Laura Armstrong, Director  
2614 Seminary Ave.  
Oakland, CA 94605  
Phone: (510) 562-5238  
Fax: (510) 562-5239

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## INTRODUCTION

It is my pleasure along with that of the faculty and staff, to welcome all parents and students to the East Oakland Leadership Academy Public Charter School.

We hope that this will be a successful and satisfying year for you. This handbook contains important information regarding school policies and procedures. I suggest that parents and students review the contents together. If you have questions that remain unanswered after reading the handbook please call the school office at (510) 562-5238. We feel that open and clear communication between the school and home is important for the success of our educational program.

We welcome your participation and support during the school year and invite you to become a member of the EOLA Parent Organization (EPO), School Site Council or other school committees. Working together, we will reach our collective and individual goals for this year and the future.

We look forward to celebrating your child's achievement. Thank you for allowing us to be your partner in the education of our children.

Sincerely,

Dr. Laura Armstrong, Director

**\* This handbook is a living document that will be modified as circumstances change.**

## MISSION STATEMENT

### **“Educating Children Today To Become Leaders Of Tomorrow”**

Our mission is to establish a child-centered learning environment that develops academic excellence, technological literacy, appreciation and understanding of the Arts, and proficiency in English and Mathematics.

Our students will develop self-respect, leadership qualities, recognition of the importance of service to their community, and a life –long love of learning.

Our school will include small classes, community and parent involvement, and a clean safe learning environment that respects and addresses the cultural needs of our students and staff.

Our mission will be accomplished by developing curriculum-based assessment models and student portfolios to guide instruction and measure student achievement along with standardized testing.

East Oakland Leadership Academy will accommodate diverse learning styles and provide enrichment educational opportunities to promote the academic success and socio-emotional development of our students.

## **BOARD OF DIRECTORS**

Legal responsibility for the operation of East Oakland Leadership Academy Public Charter School is vested in the Board of Trustees. Broad questions of policy, appraisal of results, and fundraising will be the primary concerns of the Board of Trustees.

**Johnnie Riley (Chairperson)**  
**Sylvia Thomas (Secretary)**  
**Wannetta Hall (Parent Member)**  
**Ernest Frohm (Community Member)**

## SCHOOL FACULTY AND STAFF

### ADMINISTRATION:

Director	Dr. Laura Armstrong
Site Administrator	Ms. Kamara Wilson & Ms. Tiaesha Williams
Art Director	Ms. Atiba Sylvia Thomas
Office Manager	Ms. Tomasa Quezada

### TEACHERS:

Kindergarten	Ms. Tammy Enjaian
1 <sup>st</sup> /2 <sup>nd</sup> Grade	Ms. Kiara Hernandez Mr. Joseph Davis
3 <sup>rd</sup> Grade	Ms. Aleta Plummer
4 <sup>th</sup> /5 <sup>th</sup> Grade	Ms. Brittany Moore
6 <sup>th</sup> Grade	Ms. Laura Rappa
7 <sup>th</sup> /8 <sup>th</sup> Grade	Dr. Armstrong

## SCHOOL HOURS

School office hours are 8:00 a.m. to 4:00 p.m. The teaching staff can be reached before 8:00 and after 4:00, or at an arranged time at (510) 562-5238.

<b>Instruction</b>	8:30 to 3:00
<b>Lunch K-2</b>	11:30-12:00
<b>3-5</b>	12:00-12:30
<b>6-8</b>	12:30-1:00
<b>Dismissal</b>	3:00 P.M.
<b>Monday-Thursday</b>	
<b>Minimum Day Dismissal</b>	12:40 P.M.
<b>Friday</b>	
<b>Homework Club/Tutoring</b>	3:00-4:00
<b>After-School Program</b>	4:00-6:00



## WHOM TO CALL FOR QUESTIONS

(510) 562-5238

<u>Questions / Concerns Related to:</u>	<u>Whom to Contact</u>
East Oakland Leadership Academy	Ms. Wilson
Curriculum and Classroom	Ms. Wilson
Community Relations, Volunteers, Fieldtrips	Ms. Wilson
Fiscal Oversight, Fundraising and Donations	EOLA Board
Ombudsperson	Johnnie Riley, EOLA Board Chair
Special Education	Ms. Wilson

## **SCHOOL EXPECTATIONS**

### **STUDENTS ARE EXPECTED TO:**

- Arrive to class on time and ready to learn.
- Be in uniform every day.
- Maintain appropriate behavior.
- Be an active participant in class.
- Demonstrate their best efforts on all assignments whether in the classroom or as homework.
- Be prepared with appropriate homework assignments for review.
- Seek assistance for skills or concepts not fully understood.

**Failure to comply with EOLA Policy may lead to retention/expulsion.**

### **PARENTS ARE EXPECTED TO:**

- Bring and pick up children on time.
- Provide students with lunches.
- Assist their children with assignments.
- Be supportive of the school, which includes attendance at Parent-Teacher conferences, Parent Education evenings, and PAC functions.
- Volunteer at the school as needed. Effort hours include participation in your child's class and on field trips.

### **STAFF IS EXPECTED TO:**

- Motivate and encourage students to perform at their highest level of academic achievement.
- Provide an orderly and supportive environment for the acquisition of basic skills in all subject areas.
- Hold conferences with parents regarding student progress and support strategies.
- Assist parents by providing information and materials regarding student goals and basic skills acquisition.

**Working together to achieve school success will be of benefit to all of our students. We appreciate your support.**

## ADMISSIONS

### Admissions:

The East Oakland Leadership Academy Public Charter School welcomes all children and parents who want to work together successfully. The Charter School does not discriminate because of race, color, nationality, or ethnic origin in the administration of its educational policies, admissions policies, tuition assistance programs, or any other school-administered programs.

To enter kindergarten, a child must turn **five years old** by **September 1<sup>st</sup>** of the year of **entry**.

To enter grade seven, a child must have **2MMR shots and 3 Hepatitis B shots**.

All students entering 7<sup>th</sup> – 8<sup>th</sup> Grades will need proof of a **T-Dap booster shot (Pertussis/Whooping Cough)**

### Application Procedure:

The application procedure is as follows:

1. Complete the school's "Enrollment Packet"
2. Submit a copy of the child's birth certificate and up-to-date immunization records, including proof of up-to-date tuberculosis (TB) test results
3. Show proof of residency
4. Provide a copy of the previous school's records (transfer students)
5. Current report card
6. Current state/district test scores

## ARRIVAL AND DISMISSAL INFORMATION

### **Parking**

No Parking is permitted in front of the school at any time. This is due to the bus departure, school delivery trucks, and/or emergency vehicles, and safety of children.

### **Car Riders**

DROP OFF-Children may be dropped off at the front of the school. Cars should form a single line in front of the school where they will stop for the children to exit the car. **CHILDREN ARE ONLY PERMITTED TO EXIT RIGHT CAR DOORS. CARS SHOULD NOT PARK IN FRONT OF THE SCHOOL ALONG THE FRONT CURB.**

**PICK UP – CARS MAY PICK UP CHILDREN IN FRONT OF SCHOOL.**

### **Walkers**

Students must always use sidewalks and follow safety rules. Students must promptly leave school grounds at the end of the day. No loitering is permitted and no student should return to school grounds after hours without adult supervision.

### **Early Check Out**

If it is necessary for a student to leave school early, please send a note to the student's teacher. A parent/legal guardian must sign out any student leaving before the regular dismissal time through the office. A parent designee with prior verification may check out students.

### **Irregular Departure**

If a student has a need to leave the school in a manner different from his/her normal routine, the student must bring a letter of permission from the parent to the front office. This letter should be sent before the date of need or immediately upon arrival to school the day of the change.

### **Emergencies and School Closings**

If a decision is made to close school due to inclement weather or an emergency, local television and radio station will broadcast this information. In case of a gas leak, explosion, or bomb threat, which necessitates removing students from the school, the students will be evacuated to an alternate site. Students will walk with their teachers to the parking lot across the street.

Parents are asked to complete an emergency dismissal form. This will allow our staff to dismiss students in accordance with parents' instruction.

## ATTENDANCE

Regular attendance at school is essential for the academic and social development of each child. It is the parents' responsibility to ensure that each child is in daily attendance and arrives at school on time. A note from home must follow every absence stating the reason for the absence. The note must be given to the classroom teacher or taken to the front office. A note, which simply states, "Please excuse my child for being absent yesterday" is not acceptable. According to State regulations, we must know the reason for the absence. The following are excusable absences:

- A. **Personal illness (please be specific)**
- B. **A death or serious illness in the family (one day in CA, three days out of state)**
- C. **Doctor or dentist appointment**

If any other reason is given for an absence, it is considered unexcused. Please keep unexcused absences to a minimum. If a child has ten consecutive unexcused absences, a letter of "intent to Drop" will be sent to the parents. This letter explains that the student will be disenrolled from school on a given date unless the parents provide a reasonable excuse. **Students must make up all absences on Acellus.**

**Three (3) unexcused tardies = 1 absence**

**Three (3) unexcused tardies/absences = truancy**

**\*Students that become truant will be referred to the OUSD truancy office.**

### **Tardiness**

Promptness to class is very important. Students should arrive at 8:15 for circle time. Classes begin at 8:30. **All students who are late are to come to the office before going to class for a tardy slip. (3 tardies =1 absence)**

### **Illness**

If a student becomes too ill to remain in class, a staff member will contact the parents by telephone. Parents **must** provide a contact telephone number on the application form.

If your child is ill, please **DO NOT SEND HIM/HER TO SCHOOL**. A student who contracts a contagious disease or condition such as pink eye, chicken pox, ringworm, impetigo, or head lice will be sent home from school and must remain at home until the child is healthy and no longer contagious. We will send home a contact sheet that must be completed by the doctor who is treating the child. A doctor's note is required for the student to return to school.

### **Make-up Work**

Should you need to pick up work for your child due to a one or two-day absence, you are asked to call the school before 10:00 A.M. each morning. Homework may be sent home with another student or you may pick it up at the end of the school day from the office. Homework is in the office by 1:00 P.M. This gives the teacher adequate time during the school day to organize needed materials. For extended excused absences, your child's assignments may be collected before, during, or after the absence. Acellus will be assigned for extended absences.



## LUNCH

**All students must bring their lunch to school each day.** While students have access to a microwave, students are not allowed to bring food items (Cup of Noodles or frozen foods) that take longer than 2 minutes, for the sake of other students who need its use as well. Parents may not drop off lunches.

### **Snacks**

Students may bring nutritious snacks for break time (i.e. fresh fruit, granola bars, cheese, peanut butter and crackers). Students may not bring glass bottles, sodas, candy, microwavable popcorn, or pre-made juice drinks.

## COMMUNICATION

Open communication between parents and the school is a priority for the East Oakland Leadership Academy Public Charter School. We encourage and expect parents to contact us regarding any questions or concerns you may have during the school year.

### **Conferences**

Parent/teacher as well as parent/administrator conferences are an integral part of reporting pupil progress. As partners with parents, we consider it important to conference regularly in order for parents and teachers to share information. This enables the school to plan a more effective educational program. Parent/teacher conferences are scheduled for the first trimester of the school year, and additional conferences may be scheduled as necessary. Please be mindful that teachers are working with their students from 8:00 a.m. until 4:00 p.m. Therefore, teachers are not able to conference with parents during those times unless special arrangements are made. These conferences may be initiated by the parent, teacher or administrator, and held at a mutually agreeable time. For the benefit of everyone's learning experience, it vital that parents schedule all meetings with teachers and staff. If there are concerns that are not being met, parents are encouraged to leave a message with the front office, and an administrator with follow up.

### **Friday Folders**

During the course of the year, notices and other important documents will be sent home. Notices will include activities and events scheduled throughout the year.

### **Progress Reports**

Progress reports are sent home every 5 weeks to keep parents updated on their child's progress. These reports should be signed and returned to school on Monday with any comments or concerns.

## DISCIPLINE

East Oakland Leadership Academy Public Charter School believes in a school environment in which students are able to learn and teachers are able to teach. Learning takes place in an atmosphere of acceptance, high expectation, encouragement, and positive motivation. Discipline is defined, as a process of helping students understand appropriate and inappropriate behavior and how to correct inappropriate behavior while leaving the student's dignity intact. Students are taught to take responsibility for their behavior and accept the consequences for inappropriate behavior. Student discipline is a joint responsibility of the home and school. Parental guidance as to appropriate behavior enables schools to maintain a wholesome environment for learning.

### Minor Offenses

Teachers handle minor offenses in their classrooms. Minor offenses include:

- Excessive talking
- Off-task behavior
- Chewing gum, candy and the like in school
- Disrespect to peers and adults

Teacher intervention strategies include verbal reprimands, parent contacts, time out, action plans, and referrals to guidance counselor/office.

### Major Offenses

The Director / Appointee deals with major offenses and chronic minor offenses. Major offenses include:

- Fighting
- Theft
- Hate Language
- Sexual Harassment
- Profanity
- Defiance
- Disrupting school activities
- Four (4) referrals
- Drugs, weapons, knives, and firearms
- Violating Walking/Fieldtrip Policy
- Destroying school property and materials
- Causing, attempting to cause, or threatening to cause physical harm to another person.

Director interventions include in-school suspension, suspension, parent conferences, referrals to outside school authorities and recommendation for expulsion.

If a student violates any EOLA policy (uniform, absence, tardiness, homework, safety of self and others, respect of property), they may be referred to the office at the discretion of the teacher or adult working with the child. Depending upon specific circumstances surrounding the student's behavior, a student may remain in the office for a "time out" period, and an appropriate consequence will be given. Depending on the violation, a student's parent or guardian might be called immediately to pick up the child and the student will remain in the office until he/she is picked up.

### Referral

Referral slips must be signed and returned the following school day. Failure to sign and return referrals the next day will result in escalated consequences (Suspension / Strike). Three (3) referrals for the same offense will result in a suspension.

## **Referrals**

After the third office referral of a student, the following action will be taken:

- The parent/guardian will be called and informed of the child's violation(s).
- Within one week, the parent will be required to attend a conference at the school and to observe the child in his/her classroom(s) for at least one hour. If the parent is not cooperative and does not attend the formal observation, the student may be suspended at home and then considered for expulsion.
- A plan of action will be devised with the student, teacher(s), administrator, and parent to improve the child's behavior.
- If the child is referred a fourth time, after the above interventions, a suspension may result.

## **Suspensions**

Depending on the violation and situation, suspensions may be done in school or at home. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in-school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day.

Upon a student's second suspension in one year, the student will be referred to the Student Study Team. The Student Study Team, made up of one director, site coordinator, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.) will meet to devise an intervention plan for the student. The Student Study Team reserves the right to refer the student to the Board of Directors for an expulsion hearing.

Upon a student's fourth suspension in one year, the student will be referred to the Board of Directors for an expulsion hearing.

## **Strikes**

Students may receive a "strike" for a major offense for escalation of an offense. Three (3) strikes lead to automatic expulsion.

## **Expulsion**

The following behaviors may result in an immediate expulsion:

- Causing serious injury to another person
- Possession, use, sale of, or furnishing of any firearm, knife, explosive, or other dangerous object.
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or selling drug paraphernalia
- Criminal behavior
  - Terrorist threat, hate violence, hate crimes, sexual assault or battery.
- Two or more suspensions in one year.

## **Expulsion Hearing**

A student will receive prior written notice of a disciplinary hearing that will specify the time and place of the expulsion hearing as well as the charges made against the student and evidence for these charges. The hearing panel will consist of the one of the school directors, the student's teacher and/or advisor, and the members of the Student Discipline Committee (made up of two board members). After hearing and weighing the evidence, the hearing panel will determine by majority decision whether the student will be expelled. A student awaiting an expulsion hearing will not be able to attend school.

## Appeal of Expulsion

A student has the right to appeal the decision of the hearing panel to the Grievance Committee of the Board of Directors. Members of the Grievance Committee may not sit upon the Student Discipline Committee simultaneously. A student who has been expelled in an expulsion hearing shall have seven days from the date of expulsion to notify the Grievance Committee in writing of an appeal. The student will not be permitted to return to school while awaiting an appeal hearing. The Grievance Committee may meet within ten days of notification of an appeal. The judgment of the Grievance Committee is final and binding.

## DRESS CODE

### School Attire

Students will come to school dressed and groomed in such a way as to reflect neatness and cleanliness. All students will be modestly dressed and groomed so as to not distract, interrupt, or interfere with the educational process.

### Uniforms

- Solid navy blue bottoms and solid white polo shirts are required at EOLA. During the winter months, a white or navy blue jacket is required. No logos, embroidery, or patterns are allowed. Only solid white or solid navy blue jackets/sweaters/hoodies or coats may be worn.
- No White T-shirts
- Only EOLA T-shirts may be worn
- Uniforms are required all days of the week.
- Shorts and skirts should be knee length, and leggings may be worn underneath skirts.
- **Students not in uniform are subject to being sent home to change.**

Uniforms can be purchased at the following stores: Target, K-Mart, Wal-Mart, Burlington, Sears, and JC Penny.



## HEALTH INFORMATION

### Health Information

Several staff members have been trained to provide limited nursing assistance to those children who require daily services.

### Medication

When it is necessary for a child to receive medication at the school, the following procedure will be followed:

1. The parent and/or guardian must submit a completed Parent's Consent form.
2. The medication should be in the original container received from the pharmacy or physician with the appropriate instructions printed on the label.
3. Medication that does not require refrigeration will be stored in a locked container in the Office Manager's office. Medicine that requires refrigeration will be stored in the refrigerator in the staff lounge.
4. A written record of administration will be kept in the school office.

### Immunizations

The California School Immunization Law requires that all children receive a series of immunizations before entry into school or childcare programs. The school is required to document proof of the required immunizations and to record this information on the form provided by the California Department of Health Services. We must also submit periodic reports to the Health Department.

### Injuries

A member of the staff will complete an Incident Report Form when an injury occurs. Parents will be given a copy of the completed report. In cases that require more than minor first aid treatment, the principal will call the injured child's parents. If parents cannot be reached, the principal will call the authorized emergency number of parents. If parents or authorized person cannot be reached in emergencies where prompt attention is deemed necessary, the school will exercise its authority to provide all emergency dental or medical care. This consent is given in the *Consent for Medical Treatment form*, which gives East Oakland Leadership Academy Public Charter School permission to provide all emergency dental or medical care prescribed by a duly licensed physician.

### California Child Abuse/California Law

Section 11166 of the Penal Code states that any child care custodian, medical practitioner, or employee of a child protective agency who knows or reasonably suspects that a child has been the victim of child abuse is required to report the suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

The term "child care custodian" includes teachers, licensed day care workers; administrators of community care facilities licensed to care for children, foster parents, and group home personnel.

## INSTRUCTIONAL PROGRAM

### Continuous Progress

Continuous achievement is the organizational design for the delivery of curriculum. Continuous achievement means students are making measured progress, (i.e. 1 months growth on standardized tests for each 1 month of instruction) which is periodically monitored and tested. Continuous achievement allows each student to progress through school at his/her own individual rate. Instruction is presented in steps of sequential skills called levels. At any given grade, students may be learning content from several continuous achievement levels depending upon their individual instructional needs.

### Organization

East Oakland Leadership Academy Public Charter School is organized to include transitional kindergarten through grade eight. In general, these are self-contained classrooms at all grade levels. However, the self-contained organization may be modified in order to group students for instruction and team teaching.

### Standards

East Oakland Leadership Academy Public Charter School complies with the standards of service established by Oakland Unified Board of Education to guarantee equal opportunities to all students according to their aptitude and/or special needs. The weekly framework of average instructional hours establishes flexible scheduling in which a balanced competency based program of studies can be provided.

### Instructional Days & Instructional Hours

Number of days of instruction this charter school anticipates offering in school year 2017-2018     **180**

First day of instruction:     **August 21, 2017**

Last day of instruction:     **June 1, 2017**

Number of hours of instruction required by the state for the school year 2017-2018:

**K=36,000, 1-3= 50,400, 4-8= 54,000**

	Standard time school instruction		Total # of minutes for lunch or other instructional breaks per day
	Begins	Ends	
Monday	8:30 A.M.	3:00 P.M.	30
Tuesday	8:30 A.M.	3:00 P.M.	30
Wednesday	8:30 A.M.	3:00 P.M.	30
Thursday	8:30 A.M.	3:00 P.M.	30
Friday	8:30 A.M.	12:40 P.M.	30 (K-3)

## PARENT INVOLVMENT

### **Field Trips**

Field trips are planned throughout the year to complement classroom curriculum. Parents must sign permission slips for students to participate.

### **Homework**

Homework is an integral part of the educational system because it allows students to reinforce and build upon the skills learned in the classroom. Parents play an important role in ensuring that their children give their best effort in completing their homework. If you have any concerns about the amount or content of the homework, please contact the teacher. When students and parents take homework seriously, it can be an effective tool in practicing skills, learning facts, developing good work habits, and enriching the entire educational experience. Only when there is a full commitment to the partnership between home and school will our children reach their full academic potential.

### **EOLA Parent Organization**

The EPO is responsible for many of the activities and events at the school. The EPO meets to discuss projects that will enhance and supplement the school's curriculum and environment. All parents are strongly encouraged to participate.

### **Volunteer Workday**

Volunteer Workdays are scheduled in which **parents volunteer** several hours at the school working on several projects. Projects include repairing classroom fixtures, cleaning, gardening, and making projects for the school.

### **School Visitations/Safety**

Parents are encouraged to visit the school and actively participate in the education of their children. If parents wish to spend some time in the classroom, contact the teacher in advance. If parents wish to see the principal, make an appointment with the Office Manager.

One of the goals of our school is to ensure that the grounds are stress-free. We expect all persons coming on the school campus to respect this environment. Any incidents that endanger the students or violate school property will be dealt with to the full extent of the law. The Oakland Police Department will handle all criminal activities before, during, or after school hours.

### **Volunteer Hours**

All families should volunteer as requested. These effort hours can include participating in your child's class, driving on field trips, making projects for the class and participating on volunteer workdays. Parents must check in and out at the front office so that the number of hours can be documented. Donations are included as volunteer hours.

### **Donations**

Parents are also invited to make donations to EOLA. Some common donations include: Kleenex, paper towels, toilet paper, paper plates, plastic forks, spoons and tennis balls.

## PERSONAL BELONGINGS

### **Valuables at School**

Items having a value for one individual usually have an attractive appeal for others. Therefore, all valuables stay at home. **The school is not responsible for items lost or stolen.**

### **Toys and Games**

All toys and games must stay at home. Students bringing these items to school will have them taken and not returned until the end of the school year.

### **Electronics**

iPods and headphones are not allowed at school. Cell phones must be turned off during school hours. Students who are caught using his/her cell phone will have their phone confiscated. Students must turn in their phones to the front office daily.

### **Clothing**

Each year, hundreds of articles of clothing are left unclaimed at school. Many children cannot identify what they have lost. **Please label lunch boxes, sweaters, and jackets.**

### **Lost and Found**

Students are responsible for their belongings. Missing belongings might be discovered in the Lost and Found.



## PROMOTION/RETENTION POLICY

Students are promoted/retained according to the following scale reports. Report cards are distributed every twelve weeks. Grades given reflect the child's performance against grade level requirements. The section on effort, behavior, and work habits is very important because the development of good work habits and attitudes will ensure effective learning of the necessary skills. If there are any questions about your child's report card, please contact his/her teacher immediately.

Parent/teacher conferences are scheduled during the course of the school year. Each conference is scheduled around the report card distribution. During the conference, the teacher will explain the child's level of achievement and goals for the next reporting period. The teacher will serve as the facilitator of an action plan that will support and encourage attainment of the goals.

The following scale reports **Standards/Authentic Assessment Key, Grades K-6**

M	=	Meets Standards
+	=	Approaching Standards
-	=	Below Standards
NT	=	Not Taught

Citizenship

G	=	Good
S	=	Satisfactory
N	=	Needs Improvement

The following scale reports **Grades 7-8:**

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

The following scale reports **Effort, Social Skills, Work and Study Skills, and Conduct.**

E	=	Excellent
S	=	Satisfactory
N	=	Needs to Improve
U	=	Unsatisfactory

- According to EOLA policy the grade "D" is a failing grade.
- Report Cards are being revised this year



## **SPECIAL SERVICES AND PROGRAMS**

### **After School Programs**

The after school program will include **Homework Club/Tutoring** and **Enrichment Programs** and is designed to include students needing additional support.

The after school program is a volunteer program. In some cases, for the benefit of a child's progress, it may be recommended.

**Summer School is offered to all EOLA students. Students may attend a program of choice and parents must provide verification upon request.**

### **Guidance and Counseling**

Counseling will be available to provide individual or small group counseling to children or to conduct classroom guidance lessons as needed. The counselor works with school personnel to foster a positive learning environment for children. The counselor will help parents in understanding children and in developing positive attitudes, techniques, and strategies essential for constructive child rearing. They assist parents and children in obtaining special school and/or community services.

### **Special Education Resources**

According to public law 94-124 your child may be eligible for special education for special education evaluation and/or services. Special Education referrals should be initiated through the Student Study Team so school-wide resources may be effectively used. At EOLA, we have an inclusive model for our children with special needs. We believe the regular classroom is often the best environment for our special needs children to learn. Students with identified physical, emotional, learning or developmental disabilities have a right to placement in the least restrictive environment and may receive special education services according to a written Individualized education Plan (IEP). When necessary to provide special services, we will work with the Oakland Unified School District to provide special education services to our students.

### **Student Study Team (SST)**

SST is a joint effort of general education and special education. This team process focuses on prevention and intervention for students who may have learning or adjustment problems. There is an ongoing involvement of the student's teachers, counselor, administrators, and any appropriate support staff deemed necessary. The process includes the following stages: identification of needs, screening, formulation of an educational plan, implementation, follow-up and support, monitoring, and final recommendations. Parents are an integral part of the entire process.

## CONFLICT RESOLUTION

### Expressing Concerns

If you have a concern regarding the performance of an employee at the school, please speak to that person directly to see if you can come to a mutually agreeable solution to the problem (*See Conflict Resolution Guidelines below*). If you cannot do that or do not feel that would help the situation, please speak with or with the person's supervisor. If the situation is not addressed in a manner you are satisfied with, you may file a formal grievance to the EOLAH Board of Directors.

### Conflict Resolution

When a school community member (student, teacher, parent, volunteer, etc.) has a concern (*See Expressing Concerns*) the school encourages the use of the conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved.

In some instances, it may be possible for the school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflict are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to a school director. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/Volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

*Conflict Resolution Guidelines*

After a conflict happens, use the following guidelines to resolve the conflict. Students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

**Steps to Take Before Resolving the Conflict**

Before resolving a conflict, we ask students or others involved to do the following steps:

Steps	Dialogue
<b>1. Take time to self reflect.</b>	<i>How do I feel right now? What do I need? What strategies will meet my need?</i>
<b>2. Decide if you need a mediator.</b> (A mediator can be a teacher, director, family member, or another student)	<i>"Would you be willing to allow my advisor/teacher to help us resolve this conflict?"</i>
<b>3. Make a request to talk.</b>	<i>Would you be willing to talk about what just happened?"</i> If this answer is no, find another time to resolve the conflict: <i>"Would you be willing to talk about what happened after school?"</i>
<b>4. Use the ground rules to communicate.</b>	<i>"I will listen attentively. I won't interrupt. I will give each person a chance to talk."</i>

**Resolving the Conflict**

Steps	Dialogue
<b>1. Share feelings and needs using "I" statements.</b>	<i>"I feel sad when I hear you say..."</i> <i>"I feel very frustrated when I see you... because I need..."</i>
<b>2. Listen with compassion and empathy</b>	<i>"So what you are saying is that you feel sad when...."</i>
<b>3. Make a request.</b>	<i>"Would you be willing to..."</i>

*Example Conflict (Student-to-Student)*

This conflict has arisen after Student B takes Student A's scissors without asking.

**Before Resolving the Conflict**

Steps	Student A	Student B
<b>1. Take time to self reflect.</b>	<i>"I feel really frustrated right now because I have a need to complete my work."</i>	
<b>2. Decide if you need a mediator.</b> (A mediator can be a teacher, director, family member, or another student.)	<i>"I feel like we can resolve this conflict on our own."</i>	
<b>3. Make a request to talk.</b>	<i>"I need to talk about what just happened. Would you be willing to talk with me?"</i>	
		<i>"Yeah...what's the problem?"</i>

### RESOLVING THE CONFLICT

Steps	Student A	Student B
<b>1. Share feelings and needs using "I" Statements.</b>	<i>"I feel frustrated when you take my scissors without asking. I have a need to complete my work and it is hard for me to do that if I can't find my materials."</i>	
		<i>"Well, I left my scissors at home and besides – I was just going to use them for a second."</i>
	<i>"I can see how it would frustrate you forgot your scissors at home. I feel frustrated too when I don't have my materials to use."</i>	
<b>2. Listen with compassion and empathy</b>		<i>"So what you are saying is that you feel frustrated when someone takes your scissors without asking"</i>
<b>3. Make a request</b>	<i>"Yeah, would you be willing to ask me before you use my scissors? I don't mind sharing as long as I can get my work done too."</i>	
		<i>"Yeah – no problem. Thanks for sharing."</i>

## **GRIEVANCE PROCEDURES**

### **Formal Grievance/Complaint Procedures**

In the event of a dispute involving a family or student, and after a good faith effort with the person or people involved to thoroughly resolve the dispute, parents and/or students may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution timelines for implementation, and follow-up. A written summary of the good faith effort will be included in the grievance. Failure to follow the procedures and timelines below constitutes a waiver of the parent or student's right to grieve.

### **Grievance Filing Process**

1. The parent or student may submit his/her grievance in writing to the office staff within five days of a failed good faith effort to resolve the dispute.
2. Within ten working days of receipt of the written complaint, a hearing will be scheduled at a mutually convenient time and place of discussion of the written complaint, but in no event later than 20 days after the receipt of the written complaint and after notification to the parent and/or student.
3. If the individual filing the complaint is not satisfied with the hearing, the complaint and documentation would be forwarded to the EOLA Board for final resolution. The decision of the EOLA Board shall be final.

**The EOLA Uniform Complaint Policy is available upon request.**



## STUDENT CONTRACT

### Respect Self:

1. I will attend school each day on time
2. I will not miss more than 5 days of school
3. I will complete all homework and classwork given by the teacher
4. I will not use drugs, consume alcohol, chew gum or smoke at EOLA.
5. I will not use excessive adornment at EOLA. (This includes: make-up, jewelry, nose and tongue rings).
6. I will not have my cell phone visible or turned on during school hours. **Violation will lead to confiscation.**
7. I will not bring personal electronic devices to school. (i.e. iPods, pagers, game boys, or head phones) Violation will lead to confiscation.
8. I will make up any unexcused absences/tardies during the school year
9. I agree to follow East Oakland Leadership Academy's dress code policy of navy blue bottoms and white tops (including sweatshirts and jackets).

### Respect Others:

1. I will keep my hands to myself
2. I will not bring hats/caps to school
3. I will not use foul language, put downs, or fight
4. I will raise my hand to be heard and not interrupt my teacher or another student

### Respect Facility:

1. I will not leave school grounds or campus
2. I will have a hall/bathroom pass when I am not in the classroom
3. I will not use my cell phone during school hours
4. I will not bring fast food to school
5. I will not bring bikes, skateboards, or scooters to school
6. I will not loiter
7. I will not bring any weapons to school
8. I will take care of school equipment and return it in the same condition it was when I got it
9. I will not damage or deface school property

### Respect Staff, Guests, and Volunteers:

1. I will follow staff and teachers' directions

If I do not follow these rules I cannot attend East Oakland Leadership Academy or any other after school activities

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Student Signature

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Parent Signature



# PERSONNEL HANDBOOK

# East Oakland Leadership Academy Public Charter School

## Employee Handbook



Dr. Laura Armstrong, Director  
2614 Seminary Ave.  
Oakland, CA 94605  
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## ACKNOWLEDGMENT OF HANDBOOK AND AT WILL EMPLOYMENT

I understand and agree that I will read and comply with the Handbook.

I understand and agree to my at-will employment as described in the Handbook summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between you and the School. The School is an at-will employer.
- Just as I am free to terminate the employment relationship with the School at any time, the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason. Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for any employee. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.
- Other than **[the governing board]**, no other entity or person has the authority to modify this Handbook.

I understand that other than the **[Director]** or designee, no supervisor or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the **[Director]** or designee has the authority to make any such agreement and then only in writing signed by the **[Director]** or designee.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PLEASE RETURN TO THE DIRECTOR

## INTRODUCTION

This Handbook summarizes the **East Oakland Leadership Academy High Charter School's** (hereinafter referred to as "School" or "Charter School") policies, as well as your benefits and responsibilities. We urge you to read this Handbook as soon as you receive it and to speak with the **Director** regarding any questions you may have. The intent of this Handbook is to inform you of the policies regarding employment at the School. Once you have reviewed the handbook, please sign the employee acknowledgment form at the beginning of this Handbook, and provide it to the **Director**.

This Handbook supercedes any previously issued handbooks and or policy or benefit statements of memoranda that are inconsistent with the policies as described herein. Should you have any questions regarding any inconsistencies that may occur, please consult the **Director**.

# I. CONDITIONS OF EMPLOYMENT

## A. At Will Employment

This Handbook does not in any way reflect a contract of employment, either express or implied, between you and the School. The Charter School is an at-will employer. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require School to have "cause" to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. Other than the **Governing Board** or designee, no School representative is authorized to modify this policy for any employee.

## B. Modifications

The Charter School reserves the right to amend, modify, add to, or delete any portion(s) of this Handbook to reflect changes in employment policy, except the at-will employment relationship cannot be changed unless in a writing that expressly states that it is modifying the at-will employment relationship and is signed by **Director** and approved by the **Governing Board**.

## C. Equal Employment Opportunity Policy

The Charter School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.



To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

## **D. Prohibition of Harassment**

### **1. Policy**

The Charter School is committed to providing a workplace free of sexual harassment, as well as harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

The Charter School, as your employer, must take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

### **2. Definition of Harassment**

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile working environment or that unreasonably interferes with job performance. Harassment may also include unwelcome, offensive racial or ethnic slurs, jokes, or similar conduct.

### **3. Definition of Sexual Harassment**

Federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when: (1) Submission to such conduct is



made either explicitly or implicitly a term or condition of employment; or (2) Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; or (3) Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

California law defines sexual harassment as unwanted sexual advances or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior. The following is a non-exhaustive list:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

#### 4. Preventing Sexual and Other Unlawful Harassment

The Director has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should the director become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the director. A Sexual Harassment Complaint Form may be obtained from the director. The director will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the

allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and such action may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's manager or human resource representative, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the governing board.

5. Investigations and No Retaliation Policy

All complaints of sexual harassment will be investigated promptly, objectively and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

## **II. EMPLOYMENT POLICIES AND PRACTICES**

### **A. Certification and Licensure**

The School's core academic teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

### **B. Clerical, Other Staff, Substitutes, and Consultants**

The School's clerical and non-teaching staff, substitutes, and consultants will demonstrate the abilities necessary to effectively carry out their responsibilities as further specified in applicable job specifications.

### **C. Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by his or her supervisor. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents.



Newly hired employees will have their performance goals reviewed by their supervisor/manager within the first 90 days of employment.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, your supervisor will review your job performance with you in order to establish goals for future performance and to discuss your current performance. The School's evaluation system will in no way alter the employment at-will relationship.

#### **D. Personnel Files and Record Keeping Protocols**

At the time of your employment, a personnel file is established for you. Please keep the office manager advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. No copies of documents in your file may be made with the exception of documents you have previously signed. You may add your comments to any disputed item in the file. The School will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to your supervisor. Only the director is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

## **E. Child Neglect and Abuse Reporting**

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. The phone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

## **F. Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations, which they believe may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

## **G. Attendance and Tardiness**

If you find it necessary to be absent or late, you are expected to telephone the director as soon as possible but no later than one-half hour after the start of the workday. If you are a teacher, you are also responsible to arrange for a qualified substitute to be approved by the Director. If you are absent from work longer than one day, you



are expected to keep the director sufficiently informed of your situation.

## **H. Drug Free Workplace**

The School complies with all Federal and State regulations regarding drug use while on the job. This policy covers all employees who are violators of any one of the following prohibitions:

1. Use, possession, offer for sale, or being under the influence of illegal drugs during working hours, including lunch and break periods, or in the presence of pupils.
2. Use, possession, offer for sale, or being under the influence of illegal drugs on School property at any time.

For purposes of this policy, engaging in any of the activities above shall be considered as a violation of School policy.

## **I. Confidential Information**

All information relating to students including, Schools, addresses, contact numbers, and progress information is confidential information, and may not be shared with unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

## **J. Use of E-Mail, Voicemail and Internet Access**

The School will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.
4. The School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. The School retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

## **K. Hours of Work, Overtime and Paydays**

For non-exempt employees, work hours are from 8 a.m. to 4 p.m. Monday through Friday, with one hour unpaid for lunch. Non-exempt employees receive two ten-minute paid break periods for each full workday, one in mid morning and one in mid afternoon. The school reserves the right to modify an employees starting and quitting times and the number of hours worked.

All non-exempt employees who work more than eight hours in one workday or more than forty hours in one workweek will receive overtime pay computed as follows: 1) overtime at the rate of one and one-half times the employees regular rate of pay for all hours worked in excess of forty (40) in any one workweek, 2) overtime at the rate of one and one-half times the employees regular rate of pay for the first four (4) hours worked in excess of eight (8) hours in any one workday, and for the first eight (8) hours on the seventh day of work in any one workweek, 3) overtime at the rate of double the employee regular rate of pay for all hours worked in excess of twelve (12) in one workday, and for all hours worked in excess of eight (8) on the seventh day of work in one workweek.

Only those hours that are actually worked are counted to determine the employees overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in making overtime calculations.

Unless otherwise provided, for purposes in calculating overtime, each workweek begins on Sunday and each workday begins at midnight.

No non-exempt employee may work overtime without the express prior approval of his or her supervisor.

Paydays are scheduled on the last day of each month. If you observe any error in your check, please report it immediately to your supervisor.

**L. Smoking**

All School buildings and facilities are non-smoking facilities.

**M. Personal Business**

The School's facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Long distance toll calls may not be made from the School's telephone system. If you need to make a personal call it should be made on a personal calling card or cell phone. Do not use School material, time or equipment for personal projects.

**N. Health and Safety Policy**

See Attachment I

**O. TB Testing**

No person shall be employed by the School unless the employee has submitted proof of an examination within the last four (4) years that the employee is free of active tuberculosis. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test which if positive shall be followed by an X-ray of the lungs. Thereafter all employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination each employee shall cause to be on file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination is a condition of initial employment and the expense incident thereto shall be born by the applicant.

The County Health Department will provide skin testing available to all employees at regular intervals at no cost to the employee. The availability of this testing shall be announced by the School.



## **P. Criminal Background Checks**

It is the policy of the School to require fingerprinting and background checks for its employees consistent with legal requirements.

The School may, on a case-by-case basis, require an entity providing school site services to certify that the entity's employees comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider all relevant circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. If the School makes this determination, the School shall take appropriate steps to protect the safety of any pupils that may come in contact with these employees. If a School requires an entity to comply with the fingerprinting requirements, the entity is required to comply with this section.

On a case-by-case basis, as to volunteers, the Director shall determine whether the volunteer will have more than limited contact with pupils or otherwise consider other factors requiring a criminal background check for such volunteers.

## **Q. Security Protocols**

The School has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to security personnel or your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify



your supervisor when keys are missing or if security access codes or passes have been breached.

## **R. Payroll Withholdings**

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.
2. State Income Tax Withholding: The same factors, which apply to federal withholdings, apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the school.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Personnel Manager to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to your supervisor. Your office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Personnel Manager and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

## **S. Expense Reimbursements**

The School will reimburse employees for any reasonably necessary school materials or for business travel expenses incurred while on assignments away from the normal work location. All material purchases must have the approval of the director and all business travel must have advance approval by the director for reimbursement purposes. Any such expenses must also be within the parameters of the School's policy regarding such expenditures.

## **T. Academic Freedom**

Teachers must be free to think and to express ideas, free to select and employ materials and methods of instruction within the School's curriculum framework, free from undue pressures of authority, and free to act within his/her professional group. Such freedom should be used judiciously and prudently to the end that it is in concert with established community standards and promotes the free exercise of intelligence and student learning.

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our democratic traditions and methods.
- A concern for the welfare, growth, maturity and development of children.
- The use of accepted scholastic methods.
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

## U. Standards of Conduct

Employees are expected to wear clothes that are neat, clean, and professional while on duty. Employees are expected to appear well groomed and appear within professionally acceptable standards suitable for the employee's position, and must at all times wear shoes. Your supervisor will inform you of any specific dress requirements for your position. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during work hours.

## V. Prohibited Conduct

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud, or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health, or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of school property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course of school of your employment with the school
- Acts of discrimination or illegal harassment based on gender, ethnicity, or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the school or gross negligence that results in a loss to the school
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance



- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of school equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job

### **III. EMPLOYEE BENEFITS AND LEAVES**

#### **A. Medical Coverage**

All full time employees are eligible for medical coverage. The School health plan does not cover the cost of medical coverage for dependents. You can receive summary descriptions of the School's benefit plans from the director.

#### **B. Holidays**

The following holidays are generally taken by public entities, including public schools:

- New Year's Day
- Martin Luther King, Jr., Birthday
- President's Day
- Memorial Day
- Cesar Chavez Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

#### **C. Vacation**

The School recognizes summer and holiday time as *vacation time*.

#### **D. Sick Leave**

Time off for medical and dental appointments will be considered. The School will not tolerate abuse or misuse of this privilege.

The School does not offer accrued sick leave.

If you are absent longer than **1** day due to illness, medical evidence of your illness and/or medical certification of your fitness to return to



work satisfactory to the School will be required before the School honors any sick pay requests.

## **E. Unpaid Leave of Absence**

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the director may grant employees unpaid leaves of absence.

The granting of an unpaid leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums.

**No vacation time is accrued during any type of unpaid leave of absence.**

## **F. Family Care and Medical Leave**

The Charter School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

### **1. Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

## 2. Events That May Entitle An Employee To FMLA Leave

The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- a. To care for the employee's newborn child or a child placed with the employee for adoption or foster care.
- b. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
- c. To care for a spouse, child, or parent with a serious health condition.
- d. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

## 3. Amount of FMLA Leave That May Be Taken

- a. FMLA leave can be taken in one or more periods, but may not exceed 12 workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means 60 working and/or paid eight-hour days.



- b. The "12 month period" in which 12 weeks of FMLA leave may be taken is the 12-month period immediately preceding the commencement of any FMLA Leave.

#### 4. Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions, as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

#### 5. Medical Certifications

- a. An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.
- b. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- c. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

#### 6. Procedures for Requesting and Scheduling FMLA Leave

- a. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Head of School. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
- b. Employees should provide not less than 30 days' notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- c. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- e. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.
- f. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- g. In most cases, the School will respond to a FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and,



in any event, within 10 days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

7. Return to Work

- a. Upon timely return at the expiration of the FMLA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
  - b. When a request for FMLA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave, subject to limitations under the law.
  - c. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
  - d. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
8. At your option, you can use accrued vacation or other accrued time off as part of your disability leave before taking the remainder of your leave as an unpaid leave. We may require that you use up any available sick leave during your leave. You may also be eligible for state disability insurance for the unpaid portion of your leave.



9. Taking a pregnancy disability leave may impact certain of your benefits and your seniority date. If you want more information regarding this policy and your eligibility for leave, the impact of the leave on your seniority and benefits, and our policy on other disabilities, please contact the director.

## **G. Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle An Employee to Pregnancy Disability Leave**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for parental care.

- **Duration Of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months"

means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave, which may be available as Family Care, and Medical Leave.

- Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

The provisions of School's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
  2. Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.
- Requesting And Scheduling Pregnancy Disability Leave
    1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to her supervisor. An employee asking for a Request for Leave form will be referred to School's then current pregnancy disability leave policy.
    2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt School's operations.
    4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
    5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative



position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

- **Employment During Leave**

An employee on pregnancy disability leave may not accept employment with any other employer without School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the school.

## **H. Workers' Compensation**

All School personnel are covered by worker's compensation insurance. Employees are required to report any accidents and/or injuries occurring on the job to the director immediately so that the required reports can be completed.

The School, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment and follow-up care if required;



- Complete a written Employee's Claim Form (DWC Form 1) and return it to your supervisor; and
- Provide the School with a certification from your health care provider regarding the need for worker's compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. The School, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the employee's supervisor and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Worker's Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

**I. Military Leave of Absence**

The School will grant employees a military leave of absence to the extent required by applicable federal and state law.

**J. Jury and Witness Duty**

The School will provide employees time off to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The school will also provide employees with time off to: 1) appear in court or other judicial proceeding as a witness to comply with a valid subpoena or other court order, or 2) obtain any relief including a temporary restraining order, to help ensure the health, safety, or welfare of a domestic violence victim or his or her child. Leaves under this section will be unpaid.

**K. Voting Time Off**

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work.

**L. Bereavement Leave**

Employees who have worked with the School for more than 12 months will be allowed up to 2 consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member is defined to include a current spouse, father, mother, sister, brother, children, current parent-in-law, grandparents, and grandchildren.

If any employee requires more than three days off for bereavement leave, the employee may request additional unpaid leave.

## IV. TERMINATION OF EMPLOYMENT

Should it become necessary for you to terminate your employment with the School, please notify the director regarding your intention as far in advance as possible. At least two weeks notice is expected whenever possible.

If you are participating in the medical and/or dental plan, you will be sent information on your rights under COBRA.

### A. Misconduct Subject to Discipline or Dismissal

The following violations are considered misconduct and may result in disciplinary action up to and including termination of employment. Since it is impossible to enumerate every act or omission that would justify the imposition of disciplinary action, the list is not intended to be all-inclusive. Further, the specification of this list of conduct in no way alters the at-will employment relationship.

1. Unexcused absence and/or lack of punctuality.
2. Release of confidential information without authorization.
3. Possession of or reporting to work while under the influence of alcohol, narcotics, and/or other controlled substances.
4. Theft.
5. Willful destruction of property.
6. Conviction of a felony or conviction of a misdemeanor which makes the employee unfit for the position.
7. Falsification, fraud, or omission of pertinent information when applying for a position.
8. Any willful act that endangers the safety, health or well-being of another individual.
9. Any act of sufficient magnitude to cause disruption of work or gross discredit to the school.
10. Misuse of school property or funds.
11. Possession of firearms, or any other weapon, while acting within the course of school of your employment with the school.
12. Acts of discrimination or illegal harassment based on gender, ethnicity, or any other basis protected by state or federal law.
13. Failure to comply with the school's safety procedures.



14. Insubordination.
15. Failure to follow any known policy or procedure of the School, or gross negligence that results in a loss to the School.
16. Violations of federal, state, or local laws affecting the organization or your employment with the organization.
17. Unacceptable job performance.
18. Dishonesty
19. Failure to keep a required license, certification or permit current and in good standing.

**B. Non-Disclosure of Personnel Information**

Reasons for involuntary terminations are privileged information and are treated confidentially. Anyone disclosing such information inappropriately is subject to disciplinary action, up to and including termination of employment.

**C. Resignation**

Employees are free to resign without repercussion or retaliation. The School prefers at least two weeks days advance notice from a resigning employee. However, the School may ask an employee to leave immediately. Any unpaid compensation, excluding sick or personal leave benefits, shall be paid to the employee as soon as possible as required under the law.

**D. Retirement**

Retirement at age 65 is not compulsory.

**E. Salary and Benefits In the Event of Termination**

In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of actual service.

LCAP



LCAP Year  2017-18  2018-19  2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Form** - General instructions & regulatory requirements.

**LCAP Form -** Priorities 5 and 6 Rate Calculations

**LCAP Form -** Guiding Questions: Use as prompts (not limits)

**LCAP Evaluation Rubrics** - Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name East Oakland Leadership Academy

Contact Name and Title Laura Armstrong -Director

Email and Phone docarm@aol.com (510) 562-5238

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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

East Oakland Leadership Academy has served the Seminary Point Community of East Oakland for 14 years providing quality education children in grades K-8. Our fundamental belief is that all children can learn and that Failure is Not an Option. We strive to fulfill our beliefs by providing a safe environment where children can learn and progress academically and socially. We integrate Visual Performing and Martial Arts in our curriculum giving our students the opportunity to demonstrate their aptitude in a variety of ways so that diverse learning styles needs are met. Our school is located in District 6. In spring 2016 our enrollment consisted of 27% EL and 96% socioeconomically disadvantaged families. Some of the ways we serve students and the community includes free tutoring, Culture Days, Community Clean Up Days, Public Exhibitions, and with Community Partners.

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

1. The suspension rate declined significantly for ELs, African Americans, Hispanics, and Socioeconomically Disadvantaged students.
2. At least 50% of African American and Hispanic students performed at Nearly Met or Above Standards in ELA and Math.
3. The state indicator for academic performance of all students indicates that EL Progress was at 97% and the change was a significant increase of 27.5%.
4. Hispanics performed better than any other subgroup.
5. MPO Goals were met including:
  - a. 76% of Hispanics students demonstrated at least 1 year growth on SRI
  - b. 80% of African Americans demonstrated at least 1 year growth on SRI
  - c. 76% of ELs students demonstrated at least 1 year growth on SRI
  - d. 70% of Low Income students demonstrated 1 year growth on SRI.
  - e. 85% of ELs demonstrated at least 1 year growth on CELDT
  - f. 71% of Returning Students scored at Level 3 or 4 on the ELA portion of SBAC
  - g. 67% of Returning Students Scored at Level 3 or 4 on the Math portion of SBAC

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

East Oakland Leadership Academy is proud of our performance review in many areas. We would like to mention a few including local-self-assessment tools, stakeholders, and support for students. Our parent engagement increased significantly through reorganization and monthly meetings. Our EPO Parent Group facilitated and supported several events including Culture Day, Concordia Park Clean-up Day, Movie Night, and an Art Auction. This year we hired a part time reading specialist for K-3 who provided extra small group support. For additional support we hired a part time aide and volunteer for reading and math.

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**GREATEST  
NEEDS**

There was one grade in particular that did not perform as well as the other grades in ELA, but especially in Math. Our goal this year is to use our resource math teacher to work with smaller groups according to need, to increase proficiency in the areas of need. Our students performed 18 points below Level 3 in ELA and 36 points below Level 3 in Math. This indicates that while we have to focus on ELA we need to focus twice as much in Math. We will utilize the Math and ELA aides and volunteer to work with individuals and groups in the areas of need. We will also focus on the areas of need during tutoring.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE  
GAPS**

The African American student group demonstrated low performance. The LEA will look at individual reports and provide additional support where needed. There was also a performance gap in the fifth grade compared to other grades. The fifth grade as a whole performed lower in ELA and Math than any other grade. We will provide additional support to the fifth grade in ELA and Math.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- 1. The Acellus Computer Program will be used to specifically to target areas of need and provide additional support and practice where needed to our low income students and English Learners.
- 2. The Math Resource Teacher will work with individuals and groups where needed.
- 3. The ELA Resource teacher will work with individuals and small groups where needed.

**FINANCIAL INFORMATION**

Complete the table below. LEAs may include additional information or more detail, including graphics.

Total General Fund Budget Expenditures for LCAP Year    \$1,461,756

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year    \$323,129

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$1,116,243

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1 65% of returning students will demonstrate proficiency in ELA by increasing performances on SRI and SBAC

State and/or Local Priorities Addressed by this goal

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

70% of returning students demonstrated 1 year's growth performance on SRI

70% of returning students will show an increase of performance in ELA

#### ACTUAL

70% of returning students increased their SRI performance

71% of returning students increased their ELA performance

### ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	PLANNED	ACTUAL
<b>1</b>		
Actions/Services	Hired qualified Teachers and Aides	100% credentialed teachers
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$244,610 - OC #1100	\$295,937 - OC #1100
	\$5,000 - OC #4302	\$14,719 - OC #4302



\$2,000 – OC #5804

\$1,428 - OC #5804

2

Use instructional materials that support EOLA instructional and performance goals

Purchased Supplemental Common Core Material and increased utilization of Acellus computer program to support goals

\$2,500 – OC #4100

\$3,150 – OC #4100 (50%)

3

Implement Strategies that support common core

Utilized instructional materials that support EOLA instructional and student performance goals Provided Professional Development Opportunities.

\$2,500 – OC #4100

\$3,150 – OC #4100 (50%)

4

Provide Professional Development Opportunities

2-day Professional Development at the beginning of the year, offsite Acellus computer training during the year

Expenditures

BUDGETED  
\$2,000 – OC #5804

ESTIMATED ACTUAL  
\$1,428 - OC #5804

Action

**5**

Actions/Services

PLANNED  
Provide Physical and Art integration

ACTUAL  
Provided physical education and increased art integration in math and ela

Expenditures

BUDGETED  
\$5,000

ESTIMATED ACTUAL  
\$6,795 - OC #1100 (5 days of 180)

Action

**6**

Actions/Services

PLANNED  
Increase Parent Involvement

ACTUAL  
EPO was organized, monthly meetings were held, and events for students families and the community took place during the year.

Expenditures

BUDGETED  
\$5,000

ESTIMATED ACTUAL  
\$3,165 - OC #1300 (5 days of 180)

Action

**7**

Actions/Services

PLANNED  
Provide Safe Facility

ACTUAL  
Maintained a safe facility with minor repairs

Expenditures: \$5,000 \$5,585 - OC #5105

8

Expenditures: \$5,000  
PLANNED: Maintain High Attendance

ACTUAL: Maintained 96% attendance. Offered bus passes and transportation.

Expenditures: \$5,000 ESTIMATED ACTUAL: \$6,795 - OC #1100 (5 days of 180)

9

Expenditures: \$5,000  
PLANNED: Increase Community Awareness

ACTUAL: Partnered with community groups such as FMA, DACA, and David E. Glover Technology Center

Expenditures: \$5,000 ESTIMATED ACTUAL: \$3,165 - OC #1300 (5 days of 180)

10

Expenditures: \$5,000  
PLANNED: ELs will take CELDT

ACTUAL: CELDT administered

Expenditures: \$5,000 ESTIMATED ACTUAL: \$6,795 - OC #1100 (5 days of 180)

Action

**11**

Action / Services

PLANNED

ELs will receive resource support

ACTUAL

ELs at intermediate level or below received resource support and additional time on Acellus English Discovery Program

Expenditures

BUDGETED

\$5,000

ESTIMATED ACTUAL

\$6,795 - OC #1100 (5 days of 180)

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual numbers for the "Budgeted Expenditures" and "Estimated Actual Expenditures" columns. Use "N/A" for information not applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>On site Professional development provided before and during school year.</p> <p>Off site professional development attended during the school year.</p> <p>Parent group reorganized and parent involvement increased.</p> <p>Hire test coordinator to administer all test disaggregate data.</p> <p>Aides and volunteers provided additional support to individuals and groups of students in areas of need.</p> <p>Implementation of Common Core Supplemental instructional materials.</p> <p>Literacy integration in Art and Physical Education</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The overall effectiveness of these actions and services is evidenced in the performance of the third graders, which are first time SBAC takers.</p> <p>The use of common Core instructional material and integration of Arts resulted in an increase of ELA performance in both EL and English students.</p> <p>Hiring Test Coordinator provided more time for staff to focus on student performance.</p> <p>Teacher implemented strategies from Professional Development and utilized Acellus Computer program more effectively.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>The measurable outcome included all returning students instead of just focusing on students that entered at the kindergarten level as stated in the goal.</p> <p>We differentiated the goal by separating SRI, SRM, and SBAC results as stated.</p> <p>Our bilingual office manager improved communication with EL parents.</p>



# Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2 70% of returning students will demonstrate proficiency in Math by increasing performances on SRI and SBAC

State and/or Local Priorities Addressed by this goal

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Returning students will perform on grade level in math on SRM and SBAC 70% of returning students increased their SRM performance

67% of returning students increased their SBAC performance

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1		
Actions/Services	PLANNED	Hired qualified Teachers and Aides	ACTUAL 100% credentialed teachers
Expenditures	BUDGETED	\$244,610 - OC #1100	ESTIMATED ACTUAL \$295,937 - OC #1100
		\$5,000 - OC #4302	\$14,719 - OC #4302

\$2,000 – OC #5804

\$1,428 - OC #5804

2

ESTIMATE

Use instructional materials that support EOLA instructional and performance goals

ACTUAL

Purchased Supplemental Common Core Material and increased utilization of Acellus computer program to support goals

ESTIMATE

\$2,500 – OC #4100

ESTIMATE/ACTUAL

\$3,150 – OC #4100 (50%)

3

ESTIMATE

Implement Strategies that support common core

ACTUAL

Utilized instructional materials that support EOLA instructional and student performance goals. Provided Professional Development Opportunities.

ESTIMATE

\$2,500 – OC #4100

ESTIMATE/ACTUAL

\$3,150 – OC #4100 (50%)

4

ESTIMATE

Provide Professional Development Opportunities

ACTUAL

2-day Professional Development at the beginning of the year, offsite Acellus computer training during the year

Expenditures

BUDGETED  
\$2,000 – OC #5804

ESTIMATED ACTUAL  
\$1,428 - OC #5804

Action

**5**

Actions/Services

PLANNED  
Provide Physical and Art integration

ACTUAL  
Provided physical education and increased art integration in math and ela

Expenditures

BUDGETED  
\$5,000

ESTIMATED ACTUAL  
\$6,795 - OC #1100 (5 days of 180)

Action

**6**

Actions/Services

PLANNED  
Increase Parent Involvement

ACTUAL  
EPO was organized, monthly meetings were held, and events for students families and the community took place during the year.

Expenditures

BUDGETED  
\$5,000

ESTIMATED ACTUAL  
\$3,165 - OC #1300 (5 days of 180)

Action

**7**

Actions/Services

PLANNED  
Provide Safe Facility

ACTUAL  
Maintained a safe facility with minor repairs

Expenditure	PROJECT	ACTIVITY
	\$5,000	\$5,585 - OC #5105
	<b>8</b>	
Expenditure	PROJECT	ACTIVITY
	Maintain High Attendance	Maintained 96% attendance. Offered bus passes and transportation.
Expenditure	PROJECT	ACTIVITY
	\$5,000	\$6,795 - OC #1100 (5 days of 180)
	<b>9</b>	
Expenditure	PROJECT	ACTIVITY
	Increase Community Awareness	Partnered with community groups such as FMA, DACA, and David E. Glover Technology Center
Expenditure	PROJECT	ACTIVITY
	\$5,000	\$3,165 - OC #1300 (5 days of 180)
	<b>10</b>	
Expenditure	PROJECT	ACTIVITY
	ELs will take CE_DT	CE_DT administered
Expenditure	PROJECT	ACTIVITY
	\$5,000	\$6,795 - OC #1100 (5 days of 180)

Action

11

Action Services

PLANNED  
ELs will receive resource support

ACTUAL  
ELs at intermediate level or below received resource support  
and additional time on Acellus English Discovery Program

Expenditure

BUDGETED  
\$5,000

ESTIMATED ACTUAL  
\$6,795 - OC #1100 (5 days of 180)



ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>On site Professional development provided before and during school year.</p> <p>Off site professional development attended during the school year.</p> <p>Parent group reorganized and parent involvement increased.</p> <p>Hire test coordinator to administer all test disaggregate data.</p> <p>Aides and volunteers provided additional support to individuals and groups of students in areas of need.</p> <p>Implementation of Common Core Supplemental instructional materials.</p> <p>Math integration in Art and Physical Education</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The overall effectiveness of these actions and services is evidenced in the performance of the third graders, which are first time SBAC takers.</p> <p>The use of common Core instructional material and integration of Arts resulted in an increase of Math performance in both EL and English students.</p> <p>Hiring Test Coordinator provided more time for staff to focus on student performance.</p> <p>Teacher implemented strategies from Professional Development and utilized Acellus Computer program more effectively.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>N/A</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>The measurable outcome included all returning students instead of just focusing on students that entered at the kindergarten level as stated in the goal.</p> <p>We differentiated the goal by separating SRI, SRM, and SBAC results as stated.</p> <p>Our bilingual office manager improved communication with EL parents.</p>

# Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3 EL learners will show yearly progress on SRI, SRM, CELDT, and SBAC

State and/or Local Priorities Addressed by this goal

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ELs will show 1 year progress on CELDT, SRI, SRM, and SBAC

70% of EL students increased their CELDT performance  
70% of EL students increased their SRI performance  
65% of EL students increased their SRM performance  
71% of EL students increased their SBAC performance

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	PLANNED	ACTUAL
1	Hired qualified Teachers and Aides	100% credentialed teachers
	BUDGETED	ESTIMATED ACTUAL
Expenditures	\$244,610 - OC #1100	\$295,937 - OC #1100
	\$5,000 - OC #4302	\$14,719 - OC #4302

\$2,000 – OC #5804

\$1,428 - OC #5804

2

Use instructional materials that support EOLA instructional and performance goals

Purchased Supplemental Common Core Material and increased utilization of Acellus computer program to support goals

\$2,500 – OC #4100

\$3,150 – OC #4100 (50%)

3

Implement Strategies that support common core

Utilized instructional materials that support EOLA instructional and student performance goals. Provided Professional Development Opportunities.

\$2,500 – OC #4100

\$3,150 – OC #4100 (50%)

4

Provide Professional Development Opportunities

2-day Professional Development at the beginning of the year, offsite Acellus computer training during the year

Expenditures:

BUDGETED  
\$2,000 – OC #5804

ESTIMATED ACTUAL  
\$1,428 - OC #5804

Action

**5**

Actions/Services:

PLANNED  
Provide Physical and Art integration

ACTUAL  
Provided physical education and increased art integration in math and ela

Expenditures:

BUDGETED  
\$5,000

ESTIMATED ACTUAL  
\$6,795 - OC #1100 (5 days of 180)

Action

**6**

Actions/Services:

PLANNED  
Increase Parent Involvement

ACTUAL  
EPO was organized, monthly meetings were held, and events for students families and the community took place during the year.

Expenditures:

BUDGETED  
\$5,000

ESTIMATED ACTUAL  
\$3,165 - OC #1300 (5 days of 180)

Action

**7**

Actions/Services:

PLANNED  
Provide Safe Facility

ACTUAL  
Maintained a safe facility with minor repairs

Expenditures: \$5,000 \$5,585 - OC #5105

8

Expenditures: \$5,000  
PLANNED  
Maintain High Attendance

ACTUAL  
Maintained 96% attendance. Offered bus passes and transportation.

Expenditures: \$5,000 \$6,795 - OC #1100 (5 days of 180)

9

Expenditures: \$5,000  
PLANNED  
Increase Community Awareness

ACTUAL  
Partnered with community groups such as FMA, DACA, and David E. Glover Technology Center

Expenditures: \$5,000 \$3,165 - OC #1300 (5 days of 180)

10

Expenditures: \$5,000  
PLANNED  
ELs will take CELDT

ACTUAL  
CELDT administered

Expenditures: \$5,000 \$6,795 - OC #1100 (5 days of 180)



Action

**11**

Action / Service

PLANNED

ELs will receive resource support

ACTUAL

ELs at intermediate level or below received resource support and additional time on Acellus English Discovery Program

Expenditures

BUDGETED

\$5,000

ESTIMATED ACTUAL

\$6,795 - OC #1100 (5 days of 180)

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Describe the overall implementation of the actions/services to achieve the articulated goal.

On site Professional development provided before and during school year.  
Off site professional development attended during the school year.  
Parent group reorganized and parent involvement increased.  
Hire test coordinator to administer all test disaggregate data.  
Aides and volunteers provided additional support to individuals and groups of students in areas of need.  
Implementation of Common Core Supplemental instructional materials.  
Literacy and Math integration in Art and Physical Education

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of these actions and services is evidenced in the performance of the third graders, which are first time SBAC takers.  
The use of common Core instructional material and integration of Arts resulted in an increase of ELA performance in both EL and English students.  
Hiring Test Coordinator provided more time for staff to focus on student performance.  
Teacher implemented strategies from Professional Development and utilized Acellus Computer program more effectively.

N/A

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The measurable outcome included all returning students instead of just focusing on students that entered at the kindergarten level as stated in the goal.  
We differentiated the goal by separating SRI, SRM, and SBAC results as stated.  
Our bilingual office manager improved communication with EL parents.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

### Goal 1

70% of returning students will demonstrate proficiency in ELA by increasing performances on SRI and SBAC

State and/or Local Priorities Addressed by this goal

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicator	Baseline	2017-18	2018-19	2019-20
Credential Binder	100 fully Credentialed Teachers	Maintain 100 credentialed Teachers	Maintain 100 credentialed Teachers	Maintain 100 credentialed Teachers
SRI	Students yearly growth	Students demonstrate 1 year growth	Students demonstrate 1 year growth	Students demonstrate 1 year growth
SBAC	10% of students at level 3&4	Students scores demonstrate a 10% increase	Students scores demonstrate a 10% increase	Students scores demonstrate a 10% increase
Professional Development	Staff attend Professional Development	Professional Development Attendance	Professional Development Attendance	Professional Development Attendance
SARC	100% student access to	100% student access to	100% student access to	100% student access to

	instructional materials	instructional materials	instructional materials	instructional materials
Parent Engagement	Parent meeting and involvement	EPO meet and plan events during the year	EPO meet and plan events during the year	EPO meet and plan events during the year

PLANNED ACTION/SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTION/SERVICES

**2017-18**

New  Modified  Unchanged

Hire Qualified Teachers and Aides

**2018-19**

New  Modified  Unchanged

Hire Qualified Teachers and Aides

**2019-20**

New  Modified  Unchanged

Hire Qualified Teachers and Aides

BUDGETED EXPENDITURES

**2017-18**

Amount **\$267,019**

Source **Supplemental and Concentration**

Budget Reference **OC #1100**

**2018-19**

Amount **\$272,359**

Source **Supplemental and Concentration**

Budget Reference **OC #1100**

**2019-20**

Amount **\$277,807**

Source **Supplemental and Concentration**

Budget Reference **OC #1100**



Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  English Learners  Foster Youth  Low Income

Scope of services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/STEP 1/2/3

**2017-18**

New  Modified  Unchanged

Instructional Material that support EOLA instructional and Performance Goals

**2018-19**

New  Modified  Unchanged

Instructional Material that support EOLA instructional and Performance Goals

**2019-20**

New  Modified  Unchanged

Instructional Material that support EOLA instructional and Performance Goals

BUDGETED EXPENDITURES

**2017-18**

Amount **\$7,000**  
Source **Supplemental and Concentration**  
Budget Reference **OC #4100**

**2018-19**

Amount **\$7,140**  
Source **Supplemental and Concentration**  
Budget Reference **OC #4100**

**2019-20**

Amount **\$7,283**  
Source **Supplemental and Concentration**  
Budget Reference **OC #4100**

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement Strategies that support Common Core	Implement Strategies that support Common Core	Implement Strategies that support Common Core

BUDGET EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$7,000	Amount: \$7,140	Amount: \$7,283
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: OC #4100	Budget Reference: OC #4100	Budget Reference: OC #4100

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Student Group(s)  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement

Student Group(s)  English Learners  Foster Youth  Low Income

Location  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

Project Title

2017-18

2018-19

2019-20

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Provide Professional Development Opportunities

Provide Professional Development Opportunities

Provide Professional Development Opportunities

2017-18

2018-19

2019-20

Amount \$2,000

Amount \$2,040

Amount \$2,081

Source Supplemental and Concentration

Source Supplemental and Concentration

Source Supplemental and Concentration

Budget Reference OC #5804

Budget Reference OC #5804

Budget Reference OC #5804

5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

Student Group(s)  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES:**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Physical Education and Art Integration	Provide Physical Education and Art Integration	Provide Physical Education and Art Integration

**BUDGET DEPENDENCIES:**

2017-18	2018-19	2019-20
Amount: \$7,417	Amount: \$7,566	Amount: \$7,717
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: OC #1100 (5 days out of 180)	Budget Reference: OC #1100 (5 days out of 180)	Budget Reference: OC #1100 (5 days out of 180)

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTION/SERVICE**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase Parent Engagement	Increase Parent Engagement	Increase Parent Engagement

**BUDGET FUNDING INFORMATION**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount <b>\$3,721</b>	Amount <b>\$3,795</b>	Amount <b>\$3,871</b>
Source <b>Supplemental and Concentration</b>	Source <b>Supplemental and Concentration</b>	Source <b>Supplemental and Concentration</b>
Budget Reference <b>OC #1300 (5 days out of 180)</b>	Budget Reference <b>OC #1300 (5 days out of 180)</b>	Budget Reference <b>OC #1300 (5 days out of 180)</b>

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)



Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide Safe Facility

**2018-19**

New  Modified  Unchanged

Provide Safe Facility

**2019-20**

New  Modified  Unchanged

Provide Safe Facility

BUDGET EXPENDITURES

**2017-18**

Amount **\$3,000**

Source **Supplemental and Concentration**

Budget Reference **OC #5105**

**2018-19**

Amount **\$3,060**

Source **Supplemental and Concentration**

Budget Reference **OC #5105**

**2019-20**

Amount **\$3,121**

Source **Supplemental and Concentration**

Budget Reference **OC #5105**

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

Maintain High Attendance

BUDGET EXPENDITURES

2017-18

Amount \$7,417  
Source Supplemental and Concentration  
Budget Reference OC #1100 (5 days out of 180)

2018-19

New  Modified  Unchanged

Maintain High Attendance

2018-19

Amount \$7,566  
Source Supplemental and Concentration  
Budget Reference OC #1100 (5 days out of 180)

2019-20

New  Modified  Unchanged

Maintain High Attendance

2019-20

Amount \$7,717  
Source Supplemental and Concentration  
Budget Reference OC #1100 (5 days out of 180)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Student to be Served  English Learners  Foster Youth  Low Income

Scope of Service  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged

Increase Community Awareness

Increase Community Awareness

Increase Community Awareness

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount \$3,721
Source Supplemental and Concentration
Budget Reference OC #1300 (5 days out of 180)

Amount \$3,795
Source Supplemental and Concentration
Budget Reference OC #1300 (5 days out of 180)

Amount \$3,871
Source Supplemental and Concentration
Budget Reference OC #1300 (5 days out of 180)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served: [ ] All [ ] Students with Disabilities [x] [Specific Student Group(s)]

Location(s): [x] All schools [ ] Specific Schools: [ ] Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served: [x] English Learners [ ] Foster Youth [ ] Low Income

Scope of services: [ ] LEA-wide [ ] Schoolwide OR [ ] Limited to Unduplicated Student Group(s)

Location(s): [x] All schools [ ] Specific Schools: [ ] Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

[ ] New [ ] Modified [x] Unchanged

[ ] New [ ] Modified [x] Unchanged

[ ] New [ ] Modified [x] Unchanged

ELs will take CELDT

ELs will take CELDT C

ELs will take CELDT

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,417	Amount: \$7,566	Amount: \$7,717
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Preference: OC #1100 (5 days out of 180)	Budget Preference: OC #1100 (5 days out of 180)	Budget Preference: OC #1100 (5 days out of 180)

Action **11**

For Actions/Services not included as contributing to meeting the increased or improved Services Requirement.

All   
 Students with Disabilities   
 [Specific Student Group(s)] \_\_\_\_\_  
 All schools   
 Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

For Actions/Services included as contributing to meeting the increased or improved Services Requirement.

English Learners   
 Foster Youth   
 Low Income  
 LEA-wide   
 Schoolwide   
**OR**   
 Limited to Unduplicated Student Group(s)  
 All schools   
 Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
ELs will receive resource support	ELs will receive resource support	ELs will receive resource support

2017-18	2018-19	2019-20
Amount: \$7,417	Amount: \$7,566	Amount: \$7,717

Source **Supplemental and Concentration**

Budget Reference **OC #1100 (5 days out of 180)**

Source **Supplemental and Concentration**

Budget Reference **OC #1100 (5 days out of 180)**

Source **Supplemental and Concentration**

Budget Reference **OC #1100 (5 days out of 180)**



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

### Goal 2

70% of returning students will demonstrate proficiency in Math by increasing performances on SRI and SBAC

State and/or Local Priorities Addressed by this goal

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

EXPECTED ANNUAL/MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credential Binder	100 fully Credentialed Teachers	Maintain 100 credentialed Teachers	Maintain 100 credentialed Teachers	Maintain 100 credentialed Teachers
SRI	Students yearly growth	Students demonstrate 1 year growth	Students demonstrate 1 year growth	Students demonstrate 1 year growth
SBAC	10% of students at level 3&4	Students scores demonstrate a 10% increase	Students scores demonstrate a 10% increase	Students scores demonstrate a 10% increase
Professional Development	Staff attend Professional Development	Professional Development Attendance	Professional Development Attendance	Professional Development Attendance
SARC	100% student access to	100% student access to	100% student access to	100% student access to



instructional materials

Parent Engagement

Parent meeting and involvement



instructional materials

EPO meet and plan events during the year



instructional materials

EPO meet and plan events during the year

instructional materials

EPO meet and plan events during the year

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Section **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All   
  Students with Disabilities   
  [Specific Student Group(s)] \_\_\_\_\_  
 All schools   
  Specific Schools: \_\_\_\_\_   
  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners   
  Foster Youth   
  Low Income  
 LEA-wide   
  Schoolwide   
 OR   
  Limited to Unduplicated Student Group(s)  
 All schools   
  Specific Schools: \_\_\_\_\_   
  Specific Grade spans: \_\_\_\_\_

Supplemental Expenditures

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Hire Qualified Teachers and Aides	Hire Qualified Teachers and Aides	Hire Qualified Teachers and Aides

Budgeted Expenditures

2017-18	2018-19	2019-20
Amount    \$267,019	Amount    \$272,359	Amount    \$277,807
Scope    Supplemental and Concentration	Scope    Supplemental and Concentration	Scope    Supplemental and Concentration
Budget Preference    OC #1100	Budget Preference    OC #1100	Budget Preference    OC #1100

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  English Learners  Foster Youth  Low Income

Scope of service:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTION 3 SERVICES**

**2017-18**

New  Modified  Unchanged

Instructional Material that support EOLA instructional and Performance Goals

**2018-19**

New  Modified  Unchanged

Instructional Material that support EOLA instructional and Performance Goals

**2019-20**

New  Modified  Unchanged

Instructional Material that support EOLA instructional and Performance Goals

**BUDGET EXPENDITURES**

**2017-18**

Amount: \$7,000  
 Source: Supplemental and Concentration  
 Budget Reference: OC #4100

**2018-19**

Amount: \$7,140  
 Source: Supplemental and Concentration  
 Budget Reference: OC #4100

**2019-20**

Amount: \$7,283  
 Source: Supplemental and Concentration  
 Budget Reference: OC #4100

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Program/Service:  All  Students with Disabilities  [(Specific Student Group(s)) \_\_\_\_\_]

Location:  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OF

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Program/Service:  English Learners  Foster Youth  Low Income

Location:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location:  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

Account Number:

**2017-18**

New  Modified  Unchanged

Implement Strategies that support Common Core

**2018-19**

New  Modified  Unchanged

Implement Strategies that support Common Core

**2019-20**

New  Modified  Unchanged

Implement Strategies that support Common Core

Account Number: \_\_\_\_\_

**2017-18**

Amount: \$7,000

Account: Supplemental and Concentration

Budget Reference: OC #4100

**2018-19**

Amount: \$7,140

Account: Supplemental and Concentration

Budget Reference: OC #4100

**2019-20**

Amount: \$7,283

Account: Supplemental and Concentration

Budget Reference: OC #4100

Action:

**4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:



Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Service  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/ SERVICES**

**2017-18**

New  Modified  Unchanged

Provide Professional Development Opportunities

**2018-19**

New  Modified  Unchanged

Provide Professional Development Opportunities

**2019-20**

New  Modified  Unchanged

Provide Professional Development Opportunities

**BUDGET EXPENDITURES**

**2017-18**

Amount **\$2,000**

Source **Supplemental and Concentration**

Budget Reference **OC #5804**

**2018-19**

Amount **\$2,040**

Source **Supplemental and Concentration**

Budget Reference **OC #5804**

**2019-20**

Amount **\$2,081**

Source **Supplemental and Concentration**

Budget Reference **OC #5804**

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

For Actions/Services not included in contributing to meeting the increased or Improved Services Requirement

English Learners   
  Foster Youth   
  Low Income  
 LEA-wide   
  Schoolwide   
 OR   
 Limited to Unduplicated Student Group(s)  
 All schools   
 Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Physical Education and Art Integration	Provide Physical Education and Art Integration	Provide Physical Education and Art Integration

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount: \$7,417	Amount: \$7,566	Amount: \$7,717
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Preference: OC #1100 (5 days out of 180)	Budget Preference: OC #1100 (5 days out of 180)	Budget Preference: OC #1100 (5 days out of 180)

**6**

For Actions/Services not included in contributing to meeting the increased or Improved Services Requirement

All   
  Students with Disabilities   
 [Specific Student Group(s)] \_\_\_\_\_  
 All schools   
 Specific Schools: \_\_\_\_\_   
 Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included in contributing to meeting the increased or Improved Services Requirement

Students to be served  English Learners  Foster Youth  Low Income

Scope of services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase Parent Engagement	Increase Parent Engagement	Increase Parent Engagement

**BUDGETED PENNUNTS**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount <b>\$3,721</b>	Amount <b>\$3,795</b>	Amount <b>\$3,871</b>
Source <b>Supplemental and Concentration</b>	Source <b>Supplemental and Concentration</b>	Source <b>Supplemental and Concentration</b>
Budget Reference <b>OC #1300 (5 days out of 180)</b>	Budget Reference <b>OC #1300 (5 days out of 180)</b>	Budget Reference <b>OC #1300 (5 days out of 180)</b>

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  English Learners  Foster Youth  Low Income

Scope of services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

2017-18

2017-18

New     Modified     Unchanged

Provide Safe Facility

2018-19

New     Modified     Unchanged

Provide Safe Facility

2019-20

New     Modified     Unchanged

Provide Safe Facility

2017-18

2017-18

Amount    \$3,000

Category    Supplemental and Concentration

Project    OC #5105

2018-19

Amount    \$3,060

Category    Supplemental and Concentration

Project    OC #5105

2019-20

Amount    \$3,121

Category    Supplemental and Concentration

Project    OC #5105

8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

Category     All     Students with Disabilities     [Specific\_Student\_Group(s)] \_\_\_\_\_

Level     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement

Category     English Learners     Foster Youth     Low Income

Level     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Level     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

2017-18

New  Modified  Unchanged

Maintain High Attendance

BUDGET EXPENDITURE

2018-19

New  Modified  Unchanged

Maintain High Attendance

2019-20

New  Modified  Unchanged

Maintain High Attendance

2017-18

Amount **\$7,417**  
Source **Supplemental and Concentration**  
Budget Reference **OC #1100 (5 days out of 180)**

2018-19

Amount **\$7,566**  
Source **Supplemental and Concentration**  
Budget Reference **OC #1100 (5 days out of 180)**

2019-20

Amount **\$7,717**  
Source **Supplemental and Concentration**  
Budget Reference **OC #1100 (5 days out of 180)**

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTION SERVICE

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged



Increase Community Awareness

Increase Community Awareness

Increase Community Awareness

2017-18

2018-19

2019-20

Amount: \$3,721  
Fund: Supplemental and Concentration  
Budget Category: OC #1300 (5 days out of 180)

Amount: \$3,795  
Fund: Supplemental and Concentration  
Budget Category: OC #1300 (5 days out of 180)

Amount: \$3,871  
Fund: Supplemental and Concentration  
Budget Category: OC #1300 (5 days out of 180)

10

For Actions/Services not included in contributing to meeting the State Level or Improved Services Requirement:

- Target Student Group(s):  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_
- Target Schools:  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

For Actions/Services included in contributing to meeting the State Level or Improved Services Requirement:

- Target Student Group(s):  English Learners  Foster Youth  Low Income
- Target Schools:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)
- Target Schools:  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

2017-18

2018-19

2019-20

New  Modified  Unchanged  
ELs will take CELDT

New  Modified  Unchanged  
ELs will take CELDT C

New  Modified  Unchanged  
ELs will take CELDT

2017-18		2018-19		2019-20	
Amount	\$7,417	Amount	\$7,566	Amount	\$7,717
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	OC #1100 (5 days out of 180)	Budget Reference	OC #1100 (5 days out of 180)	Budget Reference	OC #1100 (5 days out of 180)

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
 Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  English Learners  Foster Youth  Low Income  
 Scope of service:  ILEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
 Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTION/SERVICE

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
ELs will receive resource support	ELs will receive resource support	ELs will receive resource support

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$7,417	Amount \$7,566	Amount \$7,717

Supplemental and Concentration  
OC #1100 (5 days out of 180)

Supplemental and Concentration  
OC #1100 (5 days out of 180)

Supplemental and Concentration  
OC #1100 (5 days out of 180)

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

### Goal 3

EL learners will show yearly progress on SRI, SRM, CELDT, and SBAC

State and/or Local Priorities Addressed by this goal

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

EXPECTED ANNUAL/MEASURABLE OUTCOMES

Metrics/Indicator	Baseline	2017-18	2018-19	2019-20
Credential Binder	100 fully Credentialed Teachers	Maintain 100 credentialed Teachers	Maintain 100 credentialed Teachers	Maintain 100 credentialed Teachers
SRI	Students yearly growth	Students demonstrate 1 year growth	Students demonstrate 1 year growth	Students demonstrate 1 year growth
SBAC	10% of students at level 3&4	Students scores demonstrate a 10% increase	Students scores demonstrate a 10% increase	Students scores demonstrate a 10% increase
Professional Development	Staff attend Professional Development	Professional Development Attendance	Professional Development Attendance	Professional Development Attendance
SARC	100% student access to	100% student access to	100% student access to	100% student access to

	instructional materials	instructional materials	instructional materials	instructional materials
Parent Engagement	Parent meeting and involvement	EPO meet and plan events during the year	EPO meet and plan events during the year	EPO meet and plan events during the year



Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTION/SERVICE**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Hire Qualified Teachers and Aides	Hire Qualified Teachers and Aides	Hire Qualified Teachers and Aides

**BUDGETED EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount: \$267,019	Amount: \$272,359	Amount: \$277,807
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: OC #1100	Budget Reference: OC #1100	Budget Reference: OC #1100

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:  English Learners  Foster Youth  Low Income

Scope of services:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTION'S SERVICE**

**2017-18**

New  Modified  Unchanged

Instructional Material that support EOLA instructional and Performance Goals

**2018-19**

New  Modified  Unchanged

Instructional Material that support EOLA instructional and Performance Goals

**2019-20**

New  Modified  Unchanged

Instructional Material that support EOLA instructional and Performance Goals

**BUDGETED EXPENDITURE**

**2017-18**

Amount **\$7,000**

Source **Supplemental and Concentration**

Budget Reference **OC #4100**

**2018-19**

Amount **\$7,140**

Source **Supplemental and Concentration**

Budget Reference **OC #4100**

**2019-20**

Amount **\$7,283**

Source **Supplemental and Concentration**

Budget Reference **OC #4100**

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement Strategies that support Common Core	Implement Strategies that support Common Core	Implement Strategies that support Common Core

**BUDGET EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount: \$7,000	Amount: \$7,140	Amount: \$7,283
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: OC #4100	Budget Reference: OC #4100	Budget Reference: OC #4100

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Benefit to Student:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Benefit to School:  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OF

For Actions/Services included in contributing to meeting the Increased or Improved Services Requirement:

Benefit to Student:  English Learners  Foster Youth  Low Income

Benefit to School:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Benefit to School:  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

2017-18

2017-18

New  Modified  Unchanged

Provide Professional Development Opportunities

2018-19

2018-19

Amount: \$2,000  
Source: Supplemental and Concentration  
Budget Category: OC #5804

2018-19

New  Modified  Unchanged

Provide Professional Development Opportunities

2019-20

2019-20

Amount: \$2,040  
Source: Supplemental and Concentration  
Budget Category: OC #5804

2019-20

New  Modified  Unchanged

Provide Professional Development Opportunities

2019-20

2019-20

Amount: \$2,081  
Source: Supplemental and Concentration  
Budget Category: OC #5804

Action: 5

For Actions/Services not included in contributing to meeting the Increased or Improved Services Requirement:

Benefit to Student:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Benefit to School:  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  English Learners  Foster Youth  Low Income

Scope of Service:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTION/SERVICE**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Physical Education and Art Integration	Provide Physical Education and Art Integration	Provide Physical Education and Art Integration

**BUDGET DEPENDENCIES**

2017-18	2018-19	2019-20
Amount: \$7,417	Amount: \$7,566	Amount: \$7,717
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration
Budget Reference: OC #1100 (5 days out of 180)	Budget Reference: OC #1100 (5 days out of 180)	Budget Reference: OC #1100 (5 days out of 180)

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s):  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:



English Learners     Foster Youth     Low Income  
 LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)  
 All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**2017-18**  
 New     Modified     Unchanged

Increase Parent Engagement

**2018-19**  
 New     Modified     Unchanged

Increase Parent Engagement

**2019-20**  
 New     Modified     Unchanged

Increase Parent Engagement

**2017-18**  
 Amount: \$3,721  
 Source: Supplemental and Concentration  
 Budget Category: OC #1300 (5 days out of 180)

**2018-19**  
 Amount: \$3,795  
 Source: Supplemental and Concentration  
 Budget Category: OC #1300 (5 days out of 180)

**2019-20**  
 Amount: \$3,871  
 Source: Supplemental and Concentration  
 Budget Category: OC #1300 (5 days out of 180)

7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_  
 All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners     Foster Youth     Low Income  
 LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

ACTION/SERVICE

2017-18

New  Modified  Unchanged

Provide Safe Facility

2018-19

New  Modified  Unchanged

Provide Safe Facility

2019-20

New  Modified  Unchanged

Provide Safe Facility

BUDGET DEPENDENCY

2017-18

Amount \$3,000

Source Supplemental and Concentration

Budget Reference OC #5105

2018-19

Amount \$3,060

Source Supplemental and Concentration

Budget Reference OC #5105

2019-20

Amount \$3,121

Source Supplemental and Concentration

Budget Reference OC #5105

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTION/SERVICE

2017-18

New  Modified  Unchanged

Maintain High Attendance

For Actions/Services not included in contributing to meeting the increased or improved Services Requirement:

2018-19

New  Modified  Unchanged

Maintain High Attendance

2019-20

New  Modified  Unchanged

Maintain High Attendance

2017-18

Amount: \$7,417  
Source: Supplemental and Concentration  
Budget Category: OC #1100 (5 days out of 180)

2018-19

Amount: \$7,566  
Source: Supplemental and Concentration  
Budget Category: OC #1100 (5 days out of 180)

2019-20

Amount: \$7,717  
Source: Supplemental and Concentration  
Budget Category: OC #1100 (5 days out of 180)

9

For Actions/Services not included in contributing to meeting the increased or improved Services Requirement:

Applicable to:  All  Students with Disabilities  [Specific\_Student\_Group(s)] \_\_\_\_\_

Applicable to:  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included in contributing to meeting the increased or improved Services Requirement:

Applicable to:  English Learners  Foster Youth  Low Income

Applicable to:  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Applicable to:  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

For Actions/Services:

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged

Increase Community Awareness

Increase Community Awareness

Increase Community Awareness

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount \$3,721
Source Supplemental and Concentration
Budget Reference OC #1300 (5 days out of 180)

Amount \$3,795
Source Supplemental and Concentration
Budget Reference OC #1300 (5 days out of 180)

Amount \$3,871
Source Supplemental and Concentration
Budget Reference OC #1300 (5 days out of 180)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served: [ ] All [ ] Students with Disabilities [x] [Specific Student Group(s)]
Location(s): [x] All schools [ ] Specific Schools: [ ] Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served: [x] English Learners [ ] Foster Youth [ ] Low Income
Scope of Services: [ ] ILEA-wide [ ] Schoolwide OR [ ] Limited to Unduplicated Student Group(s)
Location(s): [x] All schools [ ] Specific Schools: [ ] Specific Grade spans:

ACTIONS/SERVICES

2017-18
[ ] New [ ] Modified [x] Unchanged
ELs will take CELDT

2018-19
[ ] New [ ] Modified [x] Unchanged
ELs will take CELDT C

2019-20
[ ] New [ ] Modified [x] Unchanged
ELs will take CELDT

BUDGET EXPENDITURES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount     \$7,417	Amount     \$7,566	Amount     \$7,717
Source       Supplemental and Concentration	Source       Supplemental and Concentration	Source       Supplemental and Concentration
Budget Reference    OC #1100 (5 days out of 180)	Budget Reference    OC #1100 (5 days out of 180)	Budget Reference    OC #1100 (5 days out of 180)

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be served:    All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_  
 Location(s):     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement

Students to be served:    English Learners     Foster Youth     Low Income  
 Scope of services:     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)  
 Location(s):     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
ELs will receive resource support	ELs will receive resource support	ELs will receive resource support

**BUDGET EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount     \$7,417	Amount     \$7,566	Amount     \$7,717



Source Supplemental and Concentration

Budget Reference OC #1100 (5 days out of 180)

Source Supplemental and Concentration

Budget Reference OC #1100 (5 days out of 180)

Source Supplemental and Concentration

Budget Reference OC #1100 (5 days out of 180)

# Stakeholder Engagement

LCAP Year  2017-18  2018-19  2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The EOLA staff was consulted at least monthly to review data and give input for review and analysis of the planning process. The parent group was consulted during the course of the year for input in the review and analysis of the planning process. Stakeholders were also consulted during board meetings and through surveys for input in the review and analysis of the planning process.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The staff gave input for improving instructional strategies and supplemental resources. The parent group began planning more diverse events for students and community. Stakeholders provided input to improve overall effectiveness of school environment.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year     2017-18     2018-19     2019-20

Estimated Supplemental Funding for Unduplicated Pupils    \$270,439

Percentage to Increase or Improve Services    30 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instruction).



# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*



For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* ( ). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Part 4: Goals and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Identify State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ( )

### Identify Needs

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Identify Annual Measurable Expected Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the

## Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see *Demonstration of Increased or Improved Services for Unduplicated Students* section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.



Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

#### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

#### New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

#### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.



## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds** to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.



## APPENDIX B: GUIDING QUESTIONS

### Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?



ARTICLES OF INCORPORATION AND  
BY LAWS

MAR 19 2001

BILL JONES, Secretary of State

ARTICLES OF INCORPORATION  
OF  
EAST OAKLAND LEADERSHIP ACADEMY  
(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be: East Oakland Leadership Academy.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the East Oakland Leadership Academy (a California public school).

The Corporation is organized and operated exclusively for charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Phillip Murray  
7 Park Center Drive  
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

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No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

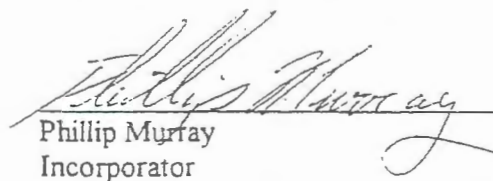
#### V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

#### VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 3-19-2001

  
Phillip Murray  
Incorporator

**BYLAWS**  
**OF**  
**EAST OAKLAND LEADERSHIP ACADEMY**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I**  
**NAME**

Section 1. NAME. The name of this corporation is East Oakland Leadership Academy.

**ARTICLE II**  
**PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2614 Seminary Avenue, City of Oakland, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may establish subordinate offices at any place where this corporation is qualified to conduct its activities.

**ARTICLE III**  
**GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote East Oakland Leadership Academy. The nonprofit corporation operates two California public charter schools (hereafter "Charter School"). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV**  
**CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes

the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

#### **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

#### **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

#### **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be



executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

The Board shall include at least one (1) parent representative who is the parent or guardian of a currently enrolled student. Board members shall also be sought who have experience in one or more of the following areas: Education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The Charter School Director shall not serve on the Board and shall not vote in Board elections.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than forty-nine percent (49%) of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified. There shall be no limit on the number of consecutive, two (2) year terms of service served.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President may appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a

director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be



fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless (cell) phone, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;

- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board or on any committee;

<sup>1</sup> This means that members of the Board who choose to use their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2.     **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3.     **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract, if applicable.

Section 4.     **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause.

Section 5.     **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6.     **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7.     **CHAIRMAN OF THE BOARD.** If a Chairman of the Board is elected, he or she shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board is elected, there shall also be a Vice-Chairman of the Board. In the absence of the Chairman, the Vice-Chairman shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 8.     **PRESIDENT.** The President, also known as the School Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board meetings. The President shall not serve as an officer only, and shall not also serve as a Board member (director).

Section 9.     **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require



to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times. The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and other duties as the Board, contract, job specification, or the bylaws may require.

#### ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and



without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

#### **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the East Oakland Leadership Academy Conflict of Interest Code have been fulfilled.

#### **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

#### **ARTICLE XII INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

#### **ARTICLE XIII INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer,

employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

#### **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

#### **ARTICLE XV INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

#### **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;

- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

## ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charters that created the East Oakland Leadership Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

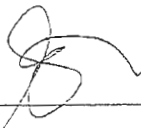
## ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

### CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the East Oakland Charter Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages (including this Certificate of Secretary), are the bylaws of this corporation as revised and adopted by the Board of Directors on June 13, 2013; and that these bylaws have not been amended or modified since that date.

Executed on June 13, 2013 at Oakland, California.

  
\_\_\_\_\_  
Secretary

CERTIFICATE OF OCCUPANCY





CITY OF OAKLAND - COMMUNITY AND ECONOMIC DEVELOPMENT AGENCY

Inspection services - 250 Frank H. Ogawa Plaza, Suite 2340, Oakland, California 94612 (510) 238-3102

CERTIFICATE OF OCCUPANCY
C.O. NO. 11-0010

Jobsite Address 2614 Seminary Avenue Property Owner Jean Jackson
Permits B0904460 E1001848 Permittee Man Tat Szeto
P1001482 Parcel No. 038-3192-016-00
Final Inspection Approved 11/05/2010 Occupancy E Stories 1
Use of Premises Charter School - Kindergarten thru 8 Construction V-B Sprinkler No
(Conversion from storage occupancy) OBC Edition 2008 Ordinance 12843 CMS
Subdivision PMW10013 (merge 2 lots) Planning Permits Zone C-30, S-4
No. of Units Condo Rental Bldg Code Variances No

Table with 3 columns: STORY, ROOM DESCRIPTION, HABITABLE ROOMS. Rows include Basement, 1st. Story, and multiple empty rows.

On-Site Parking [ ] Yes [X] No Room Total 0
Comments: Page 1 of 1

THIS BUILDING HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF THE REFERENCED CODES AND ORDINANCES FOR THE OCCUPANCIES AND THE USES DESCRIBED ABOVE, AND OCCUPANCY OF THE PREMISES ONLY FOR SAID PURPOSES IS HEREBY AUTHORIZED.

THIS CERTIFICATE SHALL NOT BE CONSTRUED AS AUTHORITY TO VIOLATE, CANCEL, ALTER, OR SET ASIDE ANY OF THE PROVISIONS OR REQUIREMENTS OF ANY LAWS OR CITY OF OAKLAND ORDINANCES NOR SHALL SUCH ISSUANCE THEREAFTER PREVENT REQUIRING CORRECTIONS OF ERRORS OR OF VIOLATIONS OF SAID REGULATIONS. THIS CERTIFICATE IS NOT A LICENSE.

By: [Signature] BUILDING OFFICIAL Date Issued: April 12, 2011 BUILDING OFFICIAL

Copies: [ ] Owner [ ] Assessor [ ] Microfilm [ ] \*Business License

FIRE INSPECTION

# Acme Fire Extinguisher Co., Inc.

# INVOICE

Sales@AcmeFireUSA.com  
 1305 Fruitvale Ave. Oakland CA 94601  
 Alameda Co. 510-532-4040 Fax 532-0637

DATE	INVOICE NO.
3/8/2017	<b>64851</b>

BILL TO
East Oakland Leadership Academy 2614 Seminary Ave. Oakland, CA 94605

JOB SITE
SeminaryAvOak2614 Leadership Academy 510/562-5238 Slow Pay 2014

Reference #	TERMS	Tech	Job #	Annual Due	Rep.
	Net 15	NB		3/18	Norris

CODE	QTY	DESCRIPTION	PRICE	AMOUNT
170	1	Service Call \ Delivery Charge	22.50	22.50
100A5	16	Annual Maintenance 5# ABC Stored Pressure Dry Chemical Extinguisher.	12.50	200.00
300A5 BgrS	1	New Badger 5MB-6H standard 3A-40B:C Portable Fire Extinguisher. Includes California State Fire Marshal Service Tag. \$79.50	50.50	50.50
214	1	Safety Pull Pin	1.50	1.50
N- Insp.		C.C.R. Title 19, Chapter 3. 574.1 Extinguishers shall be inspected at least monthly by building, owner, occupant, or his/her authorized agent. 2 (a) Located in designated place. (b) No obstruction of access or visibility. (c) Operating instructions on nameplate legible. (d) Seals and tamper indicators not broken or missing. (e) Examine for obvious physical damage, corrosion, leakage or clogged nozzle. (f) Pressure gauge reading or indicator in the operable range or position. (g) Determine fullness by hefting, and if needed, by weighing. (h) Determine if hydrostatic testing is required. (i) Operating instructions on nameplate facing outward.	0.00	0.00
		Alameda Co. 9.25% Effective Jan. 2017	9.25%	4.81
<b>Total</b>				<b>\$279.31</b>

TERMS: Service Charge 2% Per Month \$2.00 Minimum Charge. Visa & Master Card Accepted  
 PLEASE INCLUDE INVOICE NUMBER WITH PAYMENT



**SAN FRANCISCO FIRE PROTECTION, INC.**  
**1355 FAIRFAX AVENUE SUITE B SAN FRANCISCO, CA 94124**  
**PHONE # 415-282-4288 FAX # 415-821-3431**  
 U.L. License # S6272-1 ACO License # 4658 C10 License # 806216

**FIRE ALARM INSPECTION SERVICE REPORT**

Customer: EAST OAKLAND LEADERSHIP ACADEMY Address: 2614 Seminary City / Zip: Oakland  
 Contact Person: \_\_\_\_\_ Inspection Frequency: Semi-Annual  Annual   
 Fire Inspector(s): Jonathan and Justin Inspection Date: 9/5/17 Time: 4pm  
 Control Panel Make & Model: lfp50 Comm: \_\_\_\_\_ Location: Storage next to roll up door: Flush  Wall   
 RJ #1 Phone Number: \_\_\_\_\_ RJ #2 Phone Number: \_\_\_\_\_ Acct. # 260788

**Devices Tested During Semi-Annual And Annual Test**

Number of water flow devices installed \_\_\_\_\_ tested 1 Pass?  Location: Next to panel  
 Deficiency Note: \_\_\_\_\_  
 Number of tamper switches installed \_\_\_\_\_ tested 1 Pass?  Location: Next to panel  
 Deficiency Note: \_\_\_\_\_  
 Location(s) of Inspector Test Valves:  Back yard

**Initiating Devices Tested During Annual Test**

Number of smoke detectors installed \_\_\_\_\_ tested 19 Pass?  Deficiency Note: \_\_\_\_\_  
 Number of heat detectors installed \_\_\_\_\_ tested \_\_\_\_\_ Pass?  Deficiency Note: \_\_\_\_\_  
 Number of duct detectors installed \_\_\_\_\_ tested \_\_\_\_\_ Pass?  Deficiency Note: \_\_\_\_\_  
 Number of manual pull stations installed \_\_\_\_\_ tested 2 Pass?  Deficiency Note: \_\_\_\_\_

**Notification Devices Tested During Annual Test**

Number of Horn Strobes installed \_\_\_\_\_ tested 26 Deficiency Note: \_\_\_\_\_  
 Number of Strobes installed \_\_\_\_\_ tested 6 Deficiency Note: \_\_\_\_\_  
 Number of Bells installed \_\_\_\_\_ tested 1 Deficiency Note: \_\_\_\_\_  
 Number of Horns installed \_\_\_\_\_ tested \_\_\_\_\_ Deficiency Note: \_\_\_\_\_  
 Number of units in the building \_\_\_\_\_ Number of units accessed \_\_\_\_\_ Number of units unaccessable \_\_\_\_\_

Audible appliances were installed to provide signals to the sleeping areas (NFPA 72 2010 Section 18.4.5.1). These devices were installed and tested during the initial acceptance test to achieve a sound level of at least 75dB(A). Every reasonable effort has been made to coordinate access to all of the units for this test. The following units were not accessible for us to verify that the notification appliances functions as originally installed at this annual test.

Number of batteries tested: 2 Batteries size: 12v 7ah Voltage test?  Discharge test?   
 Have elevator monitoring service? If Yes, Monitored by: \_\_\_\_\_

**Deficiencies Noted, Additional Remarks, and/or Use As Needed**

All devices tested good for annual inspection batteries tested good panel has been certified

The National Fire Alarm and Signaling Code require periodic inspection, testing and maintenance of the fire alarm systems. Fire alarm systems inspection, testing and maintenance reports can be submitted annually to any Authority Having Jurisdiction. All reports are maintained on the premises.

The inspection, testing, and maintenance shall be conducted by a qualified California State Licensed Contractor (C-10).

If deficiencies in any portion of the fire alarm system are found, they should be noted in the appropriate "Deficiencies Noted, Additional Remarks" section, and indicate how the deficiency was corrected. Also note any other modifications made or any other problems encountered that were repaired.

\_\_\_\_\_  
 Technician Signature  
 Jonathan Hudson  
 Print Name  
 \_\_\_\_\_  
 Building Representative Signature  
 No one to sign  
 Print Name  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Date  
 9/5/17

Chargeable  Warranty / Cover by maintenance

# FACILITIES



**East Oakland Leadership Academy will apply for Prop 39 facilities.**

PERFORMANCE REVIEW



# East Oakland Leadership Academy

## Charter Renewal Performance Report 2017

### 1 What is distinctive about your school?

- Supportive environment helps to develop well prepared college-bound students
- Community engagement
- Discipline is enforced and received well
- Low student to teacher ratio
- Quality support is given to students and their families
- Dedicated teachers
- Martial Arts teachers add unique elements to the students growth
- Staff holds students accountable
- Speaking skills are highly practiced to build confidence and college preparedness
- Students enjoy engaging school-wide activities
- Close relationships with families

2 How effective is your school overall?						
	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> <li>• Student progress</li> <li>• The students express enthusiasm when motivated</li> <li>• The leadership of the school is strong and effective</li> <li>• The students are attentive and disciplined</li> <li>• The students are supported academically, socially, and personally</li> </ul> <p>What are its notable strengths?</p> <ul style="list-style-type: none"> <li>• Motivated/caring staff and excellent teachers</li> <li>• Project Based Learning styles</li> <li>• Small classrooms</li> <li>• Involved leadership from principal</li> <li>• Martial Arts/P.E. instills discipline</li> <li>• Strict Discipline</li> <li>• Progressive pedagogy and great teaching strategies</li> <li>• Continued holistic support for all students</li> </ul> <p>What are the main priorities for improvement?</p> <ul style="list-style-type: none"> <li>• Staff development</li> <li>• Funding for technology</li> <li>• Google Chrome books</li> <li>• Bilingual Teachers and ESL classes</li> <li>• Classes for parents to improve English</li> <li>• More collaboration</li> <li>• More extra-curricular opportunities for students</li> </ul>						

### 3 How well is the school regarded by its students and parents?

	5	4	3	2	1	
Evaluation:      Excellent		x				Unsatisfactory

How do you know?

- Parents are involved with creating exciting school activities for students
- Students/parents have school pride
- Many students return/good retention rate
- Families and students are grateful

What do (a) students and (b) parents most like about the school?

- Care and dedication of the staff
- After school program
- The location of the school
- Family-like community
- School wide events
- Structure of classes
- Discipline
- Small classes
- Safe, supportive, and thriving environment

What do they feel needs improvement, and what action is being taken?

- Improvement = GI funds/fundraisers
- More extracurricular programs
- Funds for free lunch



4 How well do students achieve?						
	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> <li>• Students articulate and express desire for college</li> <li>• Positive shift in behavior (better attitude)</li> <li>• Progress from quarterly assessments</li> <li>• Observing students' work ethic</li> </ul> <p>In which subjects and grades do students do best, and why?</p> <ul style="list-style-type: none"> <li>• Math because the director excels in this area and pushes the students to do the same</li> <li>• K = Math (comprehensive skills)</li> <li>• K-8 = ELA/Math (structured class)</li> <li>• K-8 ELA/Math (Academic Language)</li> <li>• K-8 ELA/Math (Fundamental Subjects) are priority and taught using common core strategies/ELL standards</li> </ul> <p>In which subjects and grades is improvement needed, and what action is being taken?</p> <ul style="list-style-type: none"> <li>• Improvement = Acellus</li> <li>• Science- Professional Development</li> <li>• More support for ELL students- Professional Development</li> <li>• Improvement = professional development opportunities</li> </ul> <p>Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken? No</p>						

**5 How effective is the quality of instruction, including teaching, learning and curriculum?**

	5	4	3	2	1	
Evaluation:    Excellent		X				Unsatisfactory

How do you know?

- The students are very fond of their teachers
- Students have positive attitudes towards learning
- State assessments (SBAC)
- Informal/Formal Observations
- Weekly collaborations with teachers and administration

Which are the strongest features of teaching and learning, and why?

- Responsive learning due to diverse learning styles
- Care for students' needs
- Differentiating instruction
- Acellus
- Use of relatable anecdotes
- Incorporating music/song
- All teachers believe everyone can learn
- 1-1 attention in small classes

What aspects of teaching and learning most need improvement, and what action is being taken?

- More parent/teacher communication- EPO
- Including ELL standards and goals in lesson plans- Professional Development
- Professional development for math and science

6 How effective are the professional development opportunities provided to teachers and administrators?						
	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> <li>• Staff is encouraged to go and often do</li> <li>• Staff share information and ideas from the professional developments</li> <li>• Staff desire more opportunities</li> </ul> <p>Which are the strongest features of professional development, and why?</p> <ul style="list-style-type: none"> <li>• P.D. helps teachers stay consistent with their methods of teaching</li> <li>• P.D. is applicable to the students and school</li> </ul> <p>How are professional development activities selected and evaluated?</p> <ul style="list-style-type: none"> <li>• The director sends out invitations to go/attend</li> </ul> <p>What aspects of teaching and learning most need improvement, and what action is being taken?</p> <ul style="list-style-type: none"> <li>• Math and Science = Acellus (improvement of use) -Training</li> </ul>						

7 How effective is the assessment of student learning?						
	5	4	3	2	1	
Evaluation: Excellent		x				Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> <li>• Students are assessed in all areas such as daily classroom activities/work (Informal assessments)</li> <li>• We use multiple assessments quarterly to show progress</li> <li>• Assessments aids with computer skills</li> </ul> <p>What are the strongest features of assessment?</p> <ul style="list-style-type: none"> <li>• Introduces computer skills</li> <li>• The assessments demonstrate the students' areas that need improvement</li> <li>• Multidimensional ways to assess student performance</li> </ul> <p>What aspects need improvement, and what action is being taken?</p> <ul style="list-style-type: none"> <li>• Increases learning tools</li> <li>• More computer time to prepare for state testing</li> </ul>						

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English Learners, students with disabilities, or of homeless status)?						
	5	4	3	2	1	
Evaluation: Excellent	x					Unsatisfactory
How do you know?						
<ul style="list-style-type: none"> <li>We openly advertise our desire to serve diverse families</li> <li>Our population is very diverse (socioeconomic and ethnic differences)</li> <li>ELL population</li> </ul>						
What are the strongest aspects of the efforts to recruit a diverse student population?						
<ul style="list-style-type: none"> <li>We accept all students</li> <li>Multilingual advertisement</li> <li>Bilingual staff are able to communicate with parents</li> </ul>						
What aspects need improvement, and what action is being taken?						
N/A						

9 How effective are the leadership and management of the school?						
	5	4	3	2	1	
Evaluation: Excellent	x					Unsatisfactory
How do you know?						
<ul style="list-style-type: none"> <li>Excellent leadership of staff/administration</li> <li>Upholds the meaning of its creed</li> <li>The students share their appreciation</li> <li>Happy staff</li> <li>Successful school-wide events</li> <li>Stable/safe environment</li> </ul>						
How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?						
<ul style="list-style-type: none"> <li>Weekly lesson plans are reviewed by administration</li> <li>Weekly submittal of lesson plans with standards included</li> <li>Staff observations</li> <li>Weekly staff meetings/check-ins</li> </ul>						

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

- The director gives constructive criticism
- Extra professional development is enforced
- Accountability is in place
- More formal classroom observations

Which aspects of leading and managing the academic performance of the school work best, and why?

- A dedicated director holds people accountable
- Communication = support
- Acknowledgement/appreciation = motivation and excellent performance
- Concerns are addressed promptly = accountability

**10 How well does the charter school collaborate with parents to encourage active participation in their student's education?**

	5	4	3	2	1	
Evaluation: Excellent	x					Unsatisfactory

How do you know?

- EPO
- Great parent involvement
- Weekly newsletters

Which are the strongest features, and why?

- Volunteering by parents = great contributions
- Small population = tighter community and easy communication
- EPO = creative and fun experiences for students
- Staff put in extra hours with parents/families = support/accountability
- Multiple opportunities for parent involvement = more engagement with school/community

What most needs improvement, and what action is being taken?

- More recruitment of non-English speaking parents for EPO
- Continual involvement from community and director of school



**11 How effectively does the school community analyze and use school-wide data for continuous improvement?**

	5	4	3	2	1	
Evaluation:    Excellent		X				Unsatisfactory

How do you know?

- Our school is data driven

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

- Weekly meeting to discuss student progress

Describe how the school is training administrators and teachers to understand and use assessment data.

- Discussed in weekly staff meeting.

To what extent are parents and students informed of student performance data

individually and schoolwide?

- Parents receive data during conferences
- Progress reports every four weeks/ report cards every trimester
- Progress reports come out multiple times before report cards to address academic concerns

What most needs improvement, and what action is being taken?

- More Staff development

**12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?**

Evaluation: Excellent	5	4	3	2	1	Unsatisfactory
		x				

How do you know?

- Resource specialist/IEP/504 Plan
- Speech therapist
- Reading support groups

Which are the strongest features, and why?

- Small classes = more support/ 1-on-1
- Teachers are dedicated = equity/accommodations
- Resource specialist is caring = motivation

What most needs improvement, and what action is being taken?

- N/A

**13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.**

Evaluation: Excellent	5	4	3	2	1	Unsatisfactory
		x				

How do you know?

- CELDT
- Professional development
- Resource specialist

Which are the strongest features, and why?

- CELDT = assess language proficiency
- Resource Specialist/Therapist = outside of the classroom

What most needs improvement, and what action is being taken?

- N/A

**14 How effective is the governing board of the school?**

	5	4	3	2	1	
Evaluation:    Excellent		x				Unsatisfactory

How do you know?

- Student achievement is high
- Immediate response to parent concerns
- The school is fiscally sound
- Board members routinely visit site
- Board members demonstrate overall concern for the school by asking detailed questions during board meetings regarding the performance of students and the satisfaction of parents.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

- Depending on the expertise needed, the board receives recommendations and votes on new board members.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

- One policy revisited was how to ensure that absent students do not fall behind in academics. It was decided that students absent 3 or more days will complete assignments on the Acellus program. This enables students to have access without parents having to come to get homework at school daily.
- The board decided to hire Charter Impact to oversee fiscal management. Charter Impact offers more services than previous firm for less cost.

What are the notable features of the governing board in the school?

- Expertise in finance, education, personnel relations, community relations, parent and staff representation on the board enables the board to be effective in governance.

What aspects of the governing board most need improvement, and what action is being taken?

- Board recruitment is needed due to relocation of several board members

How effectively does the governing board work with the school leader/s?

- The governing board works closely with school leaders. The board responds quickly to concerns, which allows resolution to happen in a timely manner.

**15 How effective is the school at involving parents, teachers, and community members in the governance of the school?**

	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory

How do you know?

- Great involvement with EPO

Which are the strongest features, and why?

- Parent organization (EPO) =
  - Monthly meeting
  - Aid with finding
  - Sponsor school-wide events

What most needs improvement, and what action is being taken?

- Needs improvement:
  - More parent participation
- Action Taken
  - Recruiting at the beginning/end of school
  - Hold parents accountable in office positions
  - Flyers/advertisement

**16 How effective is the school at ensuring fiscal soundness and legal compliance?**

	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory

How do you know?

- Payroll is met timely
- Utilities are functional
- Facility is safe
- Administration attends legal symposium and legal counsel is consulted when necessary

Which are the strongest features, and why?

- Charter Impact provides sound fiscal management policies.

What most needs improvement, and what action is being taken?

- Increase funding sources- Our parent group has reorganized and has implemented new sources and continues to research additional funding sources.

17 How effectively is the school managed fiscally?							
		5	4	3	2	1	
Evaluation:	Excellent		x				Unsatisfactory
How do you know?							
<ul style="list-style-type: none"> <li>• Annual audit financial report is submitted to the district office            Monthly financial reports are submitted to the governing board.            Scheduled financial reports are submitted to the district office</li> </ul>							
Which aspects of the school's fiscal operations work best?							
<ul style="list-style-type: none"> <li>• Fiscal oversight managed by Charter Impact</li> <li>• Mid year audit visits from auditor.</li> <li>• Financial audit submitted to district office yearly</li> </ul>							



In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

- The governing Board will adhere to any internal control recommendations by accountant and/or auditor

18 What are the most significant aids and/or barriers to raising student achievement?

Aides

- Bilingual Staff
- Technology
- Tutors
- Parent Involvement

Barriers

- Language

## Charter Renewal Data Document

Name of school: East Oakland Leadership Academy		Name of School Leader: Dr. Laura Armstrong			
<i>Financial Information (5<sup>th</sup> year of renewal)</i>					
Year (5 <sup>th</sup> -year of renewal)					
Total Operational Budget:	1,637,328		Per Student Revenue	13,204	
Total Expenditure:	1,600,579		Expenditure Per Student	12,908	
Balance brought forward from previous year:	512,084		Projected balance carried forward to next year	548,833	
<i>Special Populations</i>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal

# / % of students receiving free/reduced lunch (Socioeconomically disadvantaged)	113/97.4%	149/99.3%	106/94.6%	109/94.8%	/	
# / % of ELs	30/25.8%	25/16.7%	30/26.8%	28/24.3%	/	
# / % of Students with Disabilities (SPED)	14/12.0%	12/8.0%	12/10.7%	10/8.7%	/	
<b>Pupil Mobility</b>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal	
# / % Students who joined the school other than at the usual time of admission	57/49.12%	11/7.3%	37/33.0%	19/16.3%	/	
# / % Students who left the school other than at the usual time of leaving (excluding expulsions)	41/35.3%	26/17.3%	24/20.9%	4/3.5%	/	
<b>Enrollment</b> (as of CBED's Date)	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal	Attendance Rate to Date
School data	116	150	112	115		
<b>Background of students 5<sup>th</sup> year of renewal</b>	<b>#/% of Students</b>		<b>Discipline - prior school year</b>	<b>Suspension # of Incidents</b>	<b>Expulsion # of Incidents</b>	
Schoolwide	134/100%		Schoolwide	1	0	
Asian	4/3.5%		Asian			
Black/African-American	68/59.1%		Black/African-American	1		
Filipino	0		Filipino			
Hispanic/Latino	39/33.9%		Hispanic/Latino			
Native American/Alaskan Native	0		Native American/Alaskan Native			
Native Hawaiian/Pacific Islander	0		Native Hawaiian/Pacific Islander			
White	1/1%		White			
Two or More Races	4/3.5%		Two or More Races			
Not Reported	0		Not Reported			
Gender (male/female)	47%/53%		Gender (male/female)	100%/0%	0	
Homeless Students	/		Homeless Students			
			ELs			
			Students with Disabilities (SPED)			

Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE (add rows as necessary to capture all grade levels served)		6	6 <sup>th</sup> -150	100	50
		7	7 <sup>th</sup> -200	100	100
		8	8 <sup>th</sup> -160	100	60
1 <sup>st</sup> year of renewal		K	20	20	0
		1	19	20	0
		2	12	20	0
		3	17	20	0
		4	12	20	0
		5	13	20	0
		6	20	20	0
		7	25	20	5
2 <sup>nd</sup> year of renewal		K	32	20	12
		1	15	20	0
		2	14	20	0
		3	11	20	0
		4	23	20	3
		5	10	20	0
		6	17	20	0
		7	27	20	7
3 <sup>rd</sup> year of renewal		K	24	20	4
		1	19	20	0
		2	17	20	0
		3	19	20	0
		4	11	20	0
		5	22	20	2
		6	14	20	0
		7	14	20	0
4 <sup>th</sup> year of renewal		K	23	20	3
		1	19	20	0

<i>Teacher Recruitment/Retention</i>					
	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
Total # of Teachers	8	6	6	6	
# New Hires	3	6	6	4	
# Retained from	5	0	0	2	
Total # of vacant teaching posts (FTEs) currently					
	2	11	20	0	
	3	17	20	0	
	4	16	20	0	
	5	13	20	0	
	6	16	20	0	
	7	9	20	0	
	8	12	20	0	
5 <sup>th</sup> year of renewal					

<i>Graduation Information (HS only)</i>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
HS Cohort Graduation Rate	N/A				
<i>Post-Graduation Plans (HS only)</i>					
% Attending 4-year college	N/A				
% Attending 2-year college	N/A				
% Joined military	N/A				
% Working exclusively					0

<i>SBAC (Standard Met/ Exceeded)</i>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
ELA					



schoolwide		n/a	Standard Exceeded:6% Standard Met: 33% Nearly Met: 33% Not Met: 28%	Standard Exceeded:10% Standard Met: 24% Nearly Met: 32% Not Met: 34%	<b>Testing in Spring 2018</b>
Asian	n/a	n/a			
Black/ Africa-American	n/a	n/a	Standard Exceeded:11% Standard Met: 25% Nearly Met: 32% Not Met: 32%	Standard Exceeded:13% Standard Met: 19% Nearly Met: 29% Not Met: 39%	
Filipino	n/a	n/a	n/a		
Hispanic/ Latino	n/a	n/a	Standard Exceeded: 4% Standard Met: 39% Nearly Met: 36% Not Met: 21%	Standard Exceeded:17% Standard Met: 21% Nearly Met: 34% Not Met: 26%	
Native American/Alaskan Native	n/a	n/a	n/a		
Native American/ Pacific Islander	n/a	n/a	n/a		
White	n/a	n/a	n/a		
Two or More Races	n/a	n/a	n/a		
English Learners	n/a	n/a	Standard Exceeded:0% Standard Met: 27% Nearly Met: 33% Not Met: 40%	Standard Exceeded:17% Standard Met: 21% Nearly Met: 34% Not Met: 26%	
Students with Disabilities (SPED)	n/a	n/a	n/a		
(Socio)economically Disadvantaged (FRPM)	n/a	n/a	Standard Exceeded: 7% Standard Met: 36% Nearly Met: 31% Not Met: 26%	Standard Exceeded:10% Standard Met: 24% Nearly Met: 32% Not Met: 34%	
<b>MATH</b>					
Schoolwide	n/a	n/a	Standard Exceeded: 9% Standard Met: 17% Nearly Met: 45% Not Met: 29%	Standard Exceeded:5% Standard Met: 17% Nearly Met: 25% Not Met: 53%	
Asian	n/a	n/a	n/a		
Black/African-American	n/a	n/a	Standard Exceeded: 4% Standard Met: 21% Nearly Met: 39% Not Met: 36%	Standard Exceeded:1% Standard Met:1% Nearly Met:41% Not Met:47%	
Filipino	n/a	n/a	n/a		



			Standard Met: 18% Nearly Met: 46% Not Met: 21%	Standard Met: 29% Nearly Met: 14% Not Met: 43%	
Native American/Alaskan Native	n/a	n/a	n/a		
Native American/ Pacific Islander	n/a	n/a	n/a		
White	n/a	n/a	n/a		
Two or More Races	n/a	n/a	n/a		
English Learners	n/a	n/a	Standard Exceeded: 13% Standard Met: 0% Nearly Met: 67% Not Met: 20%	Standard Exceeded: 14% Standard Met: 29% Nearly Met: 14% Not Met: 43%	
Students with Disabilities (SPED)	n/a	n/a	n/a		
Socioeconomically Disadvantaged (FRPM)	n/a	n/a	Standard Exceeded: 10% Standard Met: 18% Nearly Met: 46% Not Met: 26%	Standard Exceeded: 5% Standard Met: 17% Nearly Met: 25% Not Met: 53%	
<b>CAHSEE</b>	<b>1- year of renewal</b>	<b>2- year of renewal</b>	<b>3- year of renewal</b>	<b>4- year of renewal</b>	<b>5- year of renewal</b>
10- grade pass rate	n/a	n/a	n/a		

## MPOs and LCAP Goals

Insert the MPOs for the charter term under review (2013/14-2017/18). If the Collective MPOs were adopted, this section should include two sets of charts. The first chart should include the data for the former MPOs for the first two years of the charter term (2013-14 and 2014-15); and, the

second chart should include the data for the Collective MPOs for the 2015-16 and 2016-17 school year and, if available, for 2017-18.

For each MPO, include an analysis as to whether the goals were “met” or “not met” and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate “no longer available/given”. If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

MPOs 2013-2014	Goal	Instrument	Progress
<p>Students will meet or exceed the requirements of NCLB Act.</p> <p>Students will be expected to meet or exceed the requirements for the Common Core Standards.</p>	<p>Students are expected to meet or exceed requirements from Common Core Standards by increasing their performance on the benchmarks that are given quarterly. Students are currently preparing for the Smarter Balanced Assessments in their classrooms and by taking quarterly benchmark assessments. Students in grades 5th and 8th will be taking the CST (Science) between April 29th and May 6th. The AYP has not been determined.</p>	<p>Smarter Balanced Assessment SBAC (ELA &amp; Math)</p> <p>California Standardized Test CST (Science)</p>	<p>Students (3-8) took SBAC Field test.</p> <p>Students in grades 5 and 8 took CST (Science)</p>
<p>EOLA will maintain a high student attendance rate using Oakland Unified School District schools as a norm.</p>	<p>EOLA is currently maintaining a 95% attendance rate.</p>	<p>Monthly ADA reports submitted to district and county</p>	<p>95% attendance</p>
<p>EOLA students will meet at least one quarterly SMART Goal.</p>	<p>90% of EOLA students will meet at least one quarterly SMART Goal.</p>	<p>Curriculum Associates</p>	<p>90% of EOLA students have met at least one quarterly SMART Goal. Kindergarten: 13/16; Grade 1: 15/16; Grade 2: 7/7; Grade 3: 12/15; Grade 4: 10/10; Grade 5: 9/10; Grade 6: 14/16; Grade 7: 19/21; Grade 8: 16/17 Total: 115/128=90%</p>
<p>EOLA students will increase their score on mandated Smarter Balanced ELA Assessment annually.</p>	<p>The first administration of the ELA Smarter Balance Assessment will be administered during the 2013-2014 school year. Students in grades 3-8 will be taking the Smarter Balanced ELA Field Test between April 7th and May 16th 2014. The Smarter Balance Assessment is replacing the CST (ELA) for the 2013-2014 school year.</p>	<p>Smarter Balanced Assessment</p>	<p>Students (3-8) took SBAC Field test.</p> <p>No DATA for field test.</p>
<p>EOLA students will increase their score on mandated Smarter Balanced Math Assessment annually.</p>	<p>The first administration of the Math Smarter Balance Assessment will be administered during the 2013-2014 school year. Students in grades 3-8 will be taking the Smarter Balanced Math Field Test between April 7th and May 16th 2014. The Smarter Balance Assessment is replacing the CST (Math) for the 2013-2014 school year.</p>	<p>Smarter Balanced Assessment</p>	<p>Students (3-8) took SBAC Field test.</p> <p>No DATA for field test.</p>

Annual Site Visit Report  
2014-2015

School Site: East Oakland Leadership Academy  
Date: March 17, 2015  
OCS Representatives: Bradford and Brittain  
Site Representatives: Armstrong and Dickey

**ANNUAL SITE VISIT SUMMARY**

**MEASURABLE PUPIL OUTCOMES**

MPO Concerns:

- 3) Target not ambitious
- 5) Multiple instruments/targets

We are proposing that all charter schools adopt the collective MPOs we have drafted in our recent sessions. Many of the MPOs currently in place are not discrete, lack clarity, or have no measurement. The transition to SBAC has also made obsolete many of the existing assessments, providing us the opportunity to overhaul the existing measures in one go. You should have received an email from Kamala with a form to submit a draft of these MPOs. If you have not, please reach out to our office.



<b>2014-2015</b>			
Collective MPOs were established. By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the ELA and Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent .By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the ELA and Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent	10 percent	SBAC	The test was administered but no data was available. EOLA administration worked with Oakland Charter School Office and will submit evidence that all students had taken the SBAC in 2015-2016. However, there will be no comparative data for 2015-2016.
Each year, 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.	70 percent	The previous assessment is no longer used. SRI will be used in the Fall	New MPOs with new assessment (SRI) to be administered in the Fall.
Each year, for each [statistically significantly student group], 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.	70 percent	The previous assessment is no longer used. SRI will be used in the Fall	New MPOs with new assessment (SRI) to be administered in the Fall
Each year 70 percent of ELs will improve one overall proficiency level on CELDT.	70 percent	CELDT	73% <b>MET</b>
Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)		ADA monthly reporting	16% <b>NOT MET</b>
Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)		ADA monthly reporting	Student Groups: 1. Latino/Hispanic <b>NOT MET</b> 2. AA 12% <b>NOT MET</b> 3. EL 4% <b>MET</b> 4. Low-Income 16% <b>NOT MET</b>
Each year, at least 70 percent of students and families positively rate school safety.		Survey	Student Survey Question: I feel safe at school 79% <b>MET</b> Family Survey Question: My child's school provides a safe learning environment 81% <b>MET</b>
Each year, at least 70 percent of students and families positively rate school academic instruction.		Survey	Student Survey Question: I feel that my teacher is preparing me for my future 85% <b>MET</b> Family Survey Question: Teachers at my child's school set high standards for student work 80% <b>MET</b>
Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or		Survey	Student Survey Question: I feel that my concerns/opinions are heard/listened to



opportunity for feedback.			80% <b>MET</b> Family Survey Question: I feel encouraged to participate in school activities or meetings 72% <b>MET</b>
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MPOs	Goal	Instrument	2015-2016 Results	Met /Not Met	2016-2017 Results	Met /Not Met	2017-2018
By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent	10 percent	SBAC	39%	Met	28%	Met	SBAC Not yet Administ- ered
By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent	10 percent	SBAC	Student Groups: 1.Latino/Hispanic 43% 2. AA 36% 3. EL 27% 4. Low-Income 43%	1.Met 2.Met 3.Met 4.Met	Student Groups: 1.Latino/Hispanic 35% 2. AA 23% 3. EL 33% 4. Low-Income 28%	1.Met 2.Met 3.Met 4.Met	
By the end of the charter	10 percent	SBAC	26%	Met	20%	Met	

<p>term, increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent</p>							
<p>By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent</p>	10 percent	SBAC	<p>Student Groups:  1.Latino/Hispanic 32%  2. AA 25%  3. EL 13%  4. Low-Income 28%</p>	<p>1.Met  2.Met  3.Met  4.Met</p>	<p>Student Groups:  1.Latino/Hispanic 35%  2. AA 9%  3. EL 33%  4. Low-Income 21%</p>	<p>1.Met  2.Met  3.NotMet  4.Met</p>	
<p>Each year, 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.</p>	70 percent	SRI	70%	Met	74%	Met	Administration to be completed in May.
<p>Each year, for each [statistically</p>	70 percent	SRI	<p>Student Groups:  1.Latino/Hispanic</p>		<p>Student Groups:  1.Latino/</p>		

significantly student group], 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.			76% 2. AA 80% 3. EL 76% 4. Low-Income 70%	1.Met  2.Met  3.Met  4.Met	Hispanic 54%% 2. AA 50% 3. EL 52% 4. Low-Income 48%	1.NotMet  2.NotMet 3.NotMet 4.NotMet	
Each year 70 percent of ELs will improve one overall proficiency level on CELDT.	70 percent	CELDT	72%	Met	72%	Met	Results Not Available yet
Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)		ADA monthly reporting	4%	Met	1%	Met	TBD at the end of the school year
Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)		ADA monthly reporting	Student Groups: 1.Latino/Hispanic 1% 2. AA 1% 3. EL 1% 4. Low-Income 1%	1.Met  2.Met  3.Met  4.Met	Student Groups: 1.Latino/Hispanic 0% 2. AA 1% 3. EL 0% 4. Low-Income 1%	1.Met  2.Met  3.Met  4.Met	

<p>Each year, at least 70 percent of students and families positively rate school safety.</p>		<p>Survey</p>	<p>Student Survey Question: I feel safe at school 88%</p> <p>Family Survey Question: My child's school provides a safe learning environment 76%</p>	<p>Met</p> <p>Met</p>	<p>Student Survey Question: I feel safe at school 81%</p> <p>Family Survey Question: My child's school provides a safe learning environment 83%</p>	<p>Met</p> <p>Met</p>	<p>Will be Administered in Spring 2018</p>
<p>Each year, at least 70 percent of students and families positively rate school academic instruction.</p>		<p>Survey</p>	<p>Student Survey Question: I feel that my teacher is preparing me for my future 85%</p> <p>Family Survey Question: Teachers at my child's school set high standards for student work 80%</p>	<p>Met</p> <p>Met</p>	<p>Student Survey Question: I feel that my teacher is preparing me for my future 94%</p> <p>Family Survey Question: Teachers at my child's school set high standards for student work 83%</p>	<p>Met</p> <p>Met</p>	
<p>Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.</p>		<p>Survey</p>	<p>Student Survey Question: I feel that my concerns/opinions are heard/listened to 89%</p> <p>Family Survey Question: I feel encouraged to participate in school activities or meetings 71%</p>	<p>Met</p> <p>Met</p>	<p>Student Survey Question: I feel that my concerns/opinions are heard/listened to 77%</p> <p>Family Survey Question: I feel encouraged to participate in school activities or meetings 80%</p>	<p>Met</p> <p>Met</p>	

MPOs 2017-2018 -No Data Available Yet- testing will begin in Spring 2018



## Collective MPO Template

**School:** East Oakland Leadership Academy  
**Grades:** K-8  
**Contact Name:** Laura Armstrong  
**Contact Email:** docarm@aol.com

### Instructions:

Please complete this form and submit by \_\_\_\_\_.

Please note: This is your final submission. The only new MPOs are the first four SBAC goals. We have appended your original submission in case you wanted to make any final adjustments, but it is not necessary to edit this portion of the template if you are satisfied with your original submission.

1	Measurable Pupil Outcome
By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least <u>10 %</u> percent or achieve a level of <u>50 %</u> percent.*	
Amount 1: 10 %	Amount 2: 50 %

3	Measurable Pupil Outcome
By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least <u>10 %</u> percent or achieve a level of <u>50 %</u> percent.*	
Amount 1: 10 %	Amount 2: 50 %

Statistically Significant Student Groups

**Instructions:**  
The following pages are the measurable pupil outcomes dealing with statistically significant student groups. Please fill out only the rows for student groups that are statistically significant based on your 2014-2015 enrollment data. Please reference the chart below to determine which student groups to include.

Student Group	# for Statistical Significance
American Indian or Alaska Native, Asian, Pacific Islander, Filipino, Hispanic or Latino, African American, White, Two or More Races, English Learners, Low-Income Students, Special Education	30
Students in Foster Care	15

<p>By the end of the charter term, for each statistically significant student subgroup,** increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least <u>Amount 1</u> percent or achieve a level of <u>Amount 2</u> percent.*</p>		
American Indian or Alaska Native	Amount 1: Enter %	Amount 2: Enter %
Asian	Amount 1: Enter %	Amount 2: Enter %
Pacific Islander	Amount 1: Enter %	Amount 2: Enter %
Filipino	Amount 1: Enter %	Amount 2: Enter %
Hispanic or Latino	Amount 1: Enter 10%	Amount 2: Enter 50%
African American	Amount 1: Enter 10%	Amount 2: Enter 50%
White	Amount 1: Enter %	Amount 2: Enter %
Two or More Races	Amount 1: Enter %	Amount 2: Enter %
English Learners	Amount 1: Enter 10%	Amount 2: Enter 50%
Students in Foster Care	Amount 1: Enter %	Amount 2: Enter %
Low-Income Students	Amount 1: Enter 10 %	Amount 2: Enter 50%
Special Education	Amount 1: Enter %	Amount 2: Enter %

Math SBAC Performance Targets

By the end of the charter term, for each statistically significant student group, \*\* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least Amount 1 percent or achieve a level of Amount 2 percent. \*

American Indian or Alaska Native	Amount 1: Enter %	Amount 2: Enter %
Asian	Amount 1: Enter %	Amount 2: Enter %
Pacific Islander	Amount 1: Enter %	Amount 2: Enter %
Filipino	Amount 1: Enter %	Amount 2: Enter %
Hispanic or Latino	Amount 1: Enter 10 %	Amount 2: Enter 50%
African American	Amount 1: Enter 10 %	Amount 2: Enter 50 %
White	Amount 1: Enter %	Amount 2: Enter %
Two or More Races	Amount 1: Enter %	Amount 2: Enter %
English Learners	Amount 1: Enter 10%	Amount 2: Enter 50 %
Students in Foster Care	Amount 1: Enter %	Amount 2: Enter %
Low-Income Students	Amount 1: Enter 10%	Amount 2: Enter 50 %
Special Education	Amount 1: Enter %	Amount 2: Enter %



Collaborative MPO Reporting

**School:** East Oakland Leadership Academy  
**Grades:** K-8  
**Contact Name:** Laura Armstrong  
**Contact Email:** docarm@aol.com

**Instructions:**

Please complete this form and submit (benjamin.brittain@ousd.k12.ca.us) by May 15, 2016.

The MPOs involving numerically significant student groups have been grouped at the end. Please select the groups based on 14-15 enrollment figures. If enrollment changes result in a group no longer being numerically significant, you will not have to report on them for that year.

<p>Each year, <u>70 %</u> percent of students will increase <u>1 reading level</u> on the <u>Scholastic Diagnostic (SRI)</u> or achieve proficiency.</p>		
Amount 1:	Amount 2:	Assessment:
70 %	1 reading level	Scholastic Diagnostic (SRI)

<p>Each year, <u>70 %</u> percent of ELs will improve one overall proficiency level on CELDT.</p>	
Amount 1:	
	70 %

	Measure: <u>10 %</u> of students absent more than 10% of the school days (chronic absence).
Each year, have less than <u>10 %</u> percent of students absent more than 10% of the school days (chronic absence).	
Amount 1:	10 %

	Measure: <u>70 %</u> of students and families positively rate school safety.	
Each year, at least <u>70 %</u> percent of students and families positively rate school safety.		
Amount 1:	Student Survey Question: I feel safe at school	Family Survey Question: My child's school provides a safe learning environment
	70 %	

<p>101   <i>Instructional Effectiveness</i></p>		
<p>Each year, at least <u>70 %</u> percent of students and families positively rate academic instruction.</p>		
Amount 1:	Student Survey Question: I feel that my teacher is preparing me for my future.	Family Survey Question: Teachers at my child's school set high standards for student work
70 %		

<p>102   <i>Instructional Effectiveness</i></p>		
<p>Each year, at least <u>70 %</u> percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.</p>		
Amount 1:	Student Survey Question: I feel that my concerns/opinions are heard/listened to.	Family Survey Question: I feel encouraged to participate in school activities or meetings.
70 %		

Each year, for each statistically significant student group, \*\* Amount 1 percent of students will increase Amount 2 on the Scholastic Diagnostic (SRI) or achieve proficiency.

American Indian or Alaska Native	Amount 1:	Amount 2:
Asian	Amount 1:	Amount 2:
Pacific Islander	Amount 1:	Amount 2:
Filipino	Amount 1:	Amount 2:
Hispanic or Latino	Amount 1: 70	Amount 2: 1 reading level
African American	Amount 1: 70	Amount 2: 1 reading level
White	Amount 1:	Amount 2:
Two or More Races	Amount 1:	Amount 2:
English Learners	Amount 1: 70	Amount 2: 1 reading level
Students in Foster Care	Amount 1:	Amount 2:
Low-Income Students	Amount 1: 70	Amount 2: 1 reading level
Special Education	Amount 1:	Amount 2:



Each year, for each statistically significant student group,** have less than <u>Amount 1</u> percent of students absent more than 10% of the school days (chronic absence).	
American Indian or Alaska Native	Amount 1:
Asian	Amount 1:
Pacific Islander	Amount 1:
Filipino	Amount 1:
Hispanic or Latino	Amount 1: 10
African American	Amount 1: 10
White	Amount 1:
Two or More Races	Amount 1:
English Learners	Amount 1: 10
Students in Foster Care	Amount 1:
Low-Income Students	Amount 1: 10
Special Education	Amount 1:

	2015-2016 (1)	
By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least _____ percent or achieve a level of _____ percent.	39%	
By the end of the charter term, for each statistically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least _____ percent or achieve a level of _____ percent.	-	-
Native American Asian or Alaska Native		
Asian		
Pacific Islander		
Filipino		
Hispanic or Latino	43%	
African American	36%	
White		
Two or More Races		
English Learners	27%	
Students in Foster Care		
Low-Income Students	43%	
Special Education		
By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least _____ percent or achieve a level of _____ percent.	26%	
By the end of the charter term, for each statistically significant student group,* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least _____ percent or achieve a level of _____ percent.	-	-
Native American Asian or Alaska Native		
Asian		
Pacific Islander		
Filipino		
Hispanic or Latino	32%	
African American	25%	
White		
Two or More Races		
English Learners	13%	
Students in Foster Care		
Low-Income Students	28%	
Special Education		
Each year, _____ percent of students will increase <u>1 reading level</u> on the <u>SRI</u> or achieve proficiency.	70%	
<i>ELA/Reading Assessment: SRI</i>		
Each year, for each statistically significant student group,* _____ percent of students will increase <u>1 reading level</u> on the <u>SRI</u> or achieve proficiency.	-	-
Native American Asian or Alaska Native		0
Asian		
Pacific Islander		

Hispanic or Latino	76%	
African American	80%	
White		
Two or More Races		
English Learners	76%	
Students in Foster Care		
Low-Income Students	70%	
Special Education		
Each year, _____ percent of ELs will improve one overall proficiency level on CELDT.		72%
Each year, have less than _____ percent of students absent more than 10% of the school days (chronic absence).		4%
Each year, for each statistically significant student group,* have less than _____ percent of students absent more than 10% of the school days (chronic absence).		-
Native American Asian or Alaska Native		
Asian		
Pacific Islander		
Filipino		
Hispanic or Latino		1%
African American		1%
White		
Two or More Races		
English Learners		1%
Students in Foster Care		
Low-Income Students		1%
Special Education		
Each year, at least _____ percent of students and families positively rate school safety.	Students	Families
	88%	76%
Each year, at least _____ percent of students and families positively rate academic instruction.	Students	Families
	85%	80%
Each year, at least _____ percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	Students	Families
	89%	71%

\*The following table shows the number of students needed for a student group to be deemed statistically significant.

Student Group	# for Statistical Significance
American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander, Filipino, Hispanic or Latino, Black or African American, White, Two or More Races, English Learners, Low-Income Students, Special Education	30
Students in Foster Care	15



In regard to the LCAP goals you have had in place for the past two years, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

East Oakland Leadership Academy has served the Seminary Point Community of East Oakland for 14 years providing quality education children in grades K-8. Our fundamental belief is that all children can learn and that Failure is Not an Option. We strive to fulfill our beliefs by providing a safe environment where children can learn and progress academically and socially. We integrate Visual Performing and Martial Arts in our curriculum giving our students the opportunity to demonstrate their aptitude in a variety of ways so that diverse learning styles needs are met. Our school is located in District 6. In spring 2016 our enrollment consisted of 27% EL and 96% socioeconomically disadvantaged families. Some of the ways we serve students and the community includes free tutoring, Culture Days, Community Clean Up Days, Public Exhibitions, and with Community Partners.

### **LCAP Highlights**

1. The suspension rate declined significantly for ELs, African Americans, Hispanics, and Socioeconomically Disadvantaged students.
2. At least 50% of African American and Hispanic students performed at Nearly Met or Above Standards in ELA and Math.
3. The state indicator for academic performance of all students indicates that EL Progress was at 97% and the change was a significant increase of 27.5%.
4. Hispanics performed better than any other subgroup.
5. MPO Goals were met including:
  - a. 76% of Hispanics students demonstrated at least 1 year growth on SRI
  - b. 80% of African Americans demonstrated at least 1 year growth on SRI
  - c. 76% of ELs students demonstrated at least 1 year growth on SRI
  - d. 70% of Low Income students demonstrated 1 year growth on SRI.
  - e. 85% of ELs demonstrated at least 1 year growth on CELDT
  - f. 71% of Returning Students scored at Level 3 or 4 on the ELA portion of SBAC
  - g. 67% of Returning Students Scored at Level 3 or 4 on the Math portion of SBAC

## **Greatest Progress**

East Oakland Leadership Academy is proud of our performance review in many areas. We would like to mention a few including local-self-assessment tools, stakeholders, and support for students. Our parent engagement increased significantly through reorganization and monthly meetings. Our EPO Parent Group facilitated and supported several events including Culture Day, Concordia Park Clean-up Day, Movie Night, and an Art Auction. This year we hired a part time reading specialist for K-3 who provided extra small group support. For additional support we hired a part time aide and volunteer for reading and math.

## **Greatest Needs**

There was one grade in particular that did not perform as well as the other grades in ELA, but especially in Math. Our goal this year is to use our resource math teacher to work with smaller groups according to need, to increase proficiency in the areas of need. Our students performed 18 points below Level 3 in ELA and 36 points below Level 3 in Math. This indicates that while we have to focus on ELA we need to focus twice as much in Math. We have implemented IREADY Math Diagnostic tool to identify areas of need for each individual student. We will utilize the Math and ELA aides and volunteer to work with individuals and groups in the areas of need. We will also focus on the areas of need during tutoring. In addition the Acellus program will be utilized to give additional support in the areas of need in the classroom and afterschool.

## **Performance Gaps**

The African American student group demonstrated low performance. The LEA will look at individual reports and provide additional support where needed. There was also a performance gap in the fifth grade compared to other grades. The fifth grade as a whole performed lower in ELA and Math than any other grade. We will provide additional support to the fifth grade in ELA and Math. We have implemented IREADY Math Diagnostic tool to identify areas of need for each individual student. We will utilize the Math and ELA aides and volunteer to work with individuals and groups in the areas of need. We will also focus on the areas of need during tutoring. In addition the Acellus program will be utilized to give additional support in the areas of need in the classroom and afterschool.

**Goal 1:** 65% of returning students will demonstrate proficiency in ELA by increasing performances on SRI and SBAC

### **Expected:**

- 70% of returning students demonstrated 1 year's growth performance on SRI
- 70% of returning students will show an increase of performance in ELA



**Actual:**

- 70% of returning students increased their SRI performance
- 71% of returning students increased their ELA performance

**Goal 2:** 70% of returning students will demonstrate proficiency in Math by increasing performances on SRI and SBAC

**Expected:**

- Returning students will perform on grade level in math on SRM and SBAC

**Actual:**

- 70% of returning students increased their SRM Performance
- 67% of returning students increased their SBAC performance

**Goal 3:** EL learners will show yearly progress on SRI, SRM, CELDT, and SBAC

**Expected:**

- ELs will show 1 year progress on CELDT, SRI, SRM, and SBAC

**Actual:**

- 70% of EL students increased their CELDT performance
- 70% of EL students increased their SRI performance
- 65% of EL students increased their SRM performance
- 71% of EL students increased their SBAC performance

**The overall implementations of the actions/services to achieve the articulated goal are:**

- On site Professional development provided before and during school year
- Off site professional development attended during the school year
- Parent group reorganized and parent involvement increased
- Hire test coordinator to administer all test disaggregate data
- Aides and volunteers provided additional support to individuals and groups of students in areas of need
- Implementation of Common Core Supplemental instructional materials
- Literacy and Math integration in Art and Physical Education

**The overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA:**

- The overall effectiveness of these actions and services is evidenced in the performance of the third graders, which are first time SBAC takers.

- The use of common Core instructional material and integration of Arts resulted in an increase of ELA performance in both EL and English students.
- Hiring Test Coordinator provided more time for staff to focus on student performance. Teacher implemented strategies from Professional Development and utilized Acellus Computer program more effectively.

**Changes made to the goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of analysis of the LCFF Evaluation Rubrics include:**

- The measurable outcome included all returning students instead of just focusing on students that entered at the kindergarten level as stated in the goal. We differentiated the goal by separating SRI, SRM, and SBAC results as stated. Our bilingual office manager improved communication with EL parents.
- **A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)**
  - Hire qualified teachers - \$312,084
  - Purchase Supplemental Common Core Materials - \$3,150
  - Utilized instructional materials that support EOLA instructional and student performance goals - \$3,150
  - 2-day Professional development - \$1,428
  - Provide PE and increased art integration - \$6,795
  - Increase Parent Involvement - \$3,165
  - Maintain safe facility - \$5,585
  - Maintain 96% attendance - \$6,795
  - Increase community awareness - \$3,165
  - Administer CELDT - \$6,795
  - Els receive resource support - \$6,795

## Facilities and Future Plans

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)	
Is the facility meeting the needs of your staff and students?	Y/ <input checked="" type="checkbox"/> N
Will the facility continue to accommodate your growth needs?	<input checked="" type="checkbox"/> Y/N
If applicable is your current lease still valid?	Y/ <input checked="" type="checkbox"/> N
Does your lease extend through the end of your requested charter term?	<input checked="" type="checkbox"/> Y/N
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either: <b>Currently the school plans to apply for Prop 39 facility.</b></p> <ul style="list-style-type: none"> <li>· A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or</li> <li>· A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely</li> </ul>	
<p>Describe the condition of your current facility.  <b>The facility is in good condition.</b></p>	
<p>What procedures are in place for handling facility repairs?  <b>The property owner is contacted for major repairs.</b></p>	
<p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p> <p>N/A</p>	

	<p>F U T U R E  P</p>
--	---

L  
A  
N  
S

*As applicable:* Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.  
**Currently the school plans to apply for Prop 39 facility.**

Y/  
N

*As applicable:* Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.

Y/  
N

**We do not anticipate any materials revisions to our charter.**

Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.

In order to have the material revision to your charter approved, your school needs to:

- State the revision(s) the school's governing board wishes to make to the charter.
- Describe the reasons for the request(s).
- Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.

23. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.

- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

Schedule	Day 1	Day 2
9:00-9:30	Meet with School Leader	Meet with School Leader/Class Visits
9:30-10:00	Team Work Time	Governing Board & Home Office
10:00-12:00	Class Visits	Class Visits
12:00-1:00	Teacher Focus Group(Lunch with Teachers	Student Focus Group (Lunch with Students)
1:00-2:00	Meet with School Leader	Parent Focus Group
2:00-3:00	Meet with School Leader Class visits: Team Work Time	Meet with School Leader



BOARD OF DIRECTORS

# EAST OAKLAND LEADERSHIP ACADEMY

Board Roster						
GOVERNING BOARD (Board of Directors)						
POSITION	NAME	ADDRESS	PHONE	EMAIL	TERM OF OFFICE	COMMITTEE
Chair	Johnnie Riley	2614 Seminary Ave Oakland, CA 94605	510-562-5238	Jmriley5@yahoo.com	2015-2020	Finance/Ombudsperson
Liason	Ernest Frohm	2614 Seminary Ave Oakland, CA 94605	510-562-5238	frohmsmartialarts@gmail.com	2013-2018	Community Relations
Treasurer	Wannetta Hall	2614 Seminary Ave Oakland, CA 94605	510-562-5238	Wannetta4414@yahoo.com	2015-2020	Parent Committee
Secretary	Sylvia Thomas	2614 Seminary Ave Oakland, CA 94605	510-562-5238	atibastormy@aol.com	2014-2019	Secretary
						<b>Board Meeting Dates</b>
						September 7
						October 12
						November 9
						December 14
						January 11
						February 8
						March 8
						April 12
						May 10

8353 OUTLOOK AVE • OAKLAND, CALIFORNIA 94605  
PHONE 510 427-9958 • E-MAIL ATIBASTORMY@AOL.COM

## ATIBA SYLVIA THOMAS

### WORK EXPERIENCE

2003-present East Oakland Leadership Academy Oakland, California

#### **Art Director/Art Teacher/Art Therapist intern**

- Coordinate all middle school art programs
- Develop and implement art/art history curriculum
- Develop and implement multicultural art curriculum
- Develop and implement HIV education using art
- Develop and conduct girls rites of passage
- Facilitate individual art therapy sessions
- Conduct conflict resolution using art process for adolescents

2000-2003 John Muir Elementary School Hayward, California

#### **Contract Art Teacher**

- Bi-monthly art projects exploring varies art medium.
- Art projects integrated into academic areas.
- Coordinate school wide art fair

2000-2001 Santa Rosa High School Santa Rosa, California

#### **Peer Education Teacher**

- Facilitate group discussion using art therapy focusing on issues and concerns facing teenagers.

2000-2001 Social Advocates for Youth Santa Rosa, California

#### **Street Outreach Artist**

- Outreach prevention program for at risk teens living on the streets and in shelters.

1999-present Sunburst Projects Rohnert Park, California

#### **Art Therapist**

#### **Camp Program Director**

#### **Peer Mentor Coordinator**

- Facilitate art therapy support groups for families affected

/infected with HIV/AIDS.

- Develop program and conduct art therapy group sessions for teens living with HIV/AIDS in a residential camp setting.
- Develop and facilitate peer mentor program for HIV prevention education.

1998-2000 Youth and Family Services

**Art Instructor**

**Counselor**

- Develop and implement treatment plans using art process for "high risk" adolescents.

1997-2002 Positive Images Santa Rosa, California

**Art Therapist**

**Group Facilitator**

- Facilitate groups with gay, lesbian, bisexual, transgender youth utilizing the art process.
- Facilitate HIV education sessions

1996-2000 Sonoma State University Pre-College Program

**Art Instructor**

- art classes for college bound adolescents
- sculpting with junk, face art, mix media, collage, mandalas, mask-making, African American art history

## EDUCATION

2002 Sonoma State University Rohnert Park, California  
*Master of Arts, Psychology/Art Therapy emphasis*

1975 California State University at Los Angeles Los Angeles, California  
*Bachelor of Arts, Sociology*

Reverend Johnnie M. Riley

Powerfully anointed to speak into the lives of men and women, Pastor Johnnie Riley is uniquely gifted for "such a time as this." She preaches the Gospel with a clarity and wisdom that makes each word come alive in the ears of the hearer. A true pastor, this preacher is concerned for the spiritual growth of individuals who are seeking to fulfill God's purpose in their lives.

Pastor Johnnie Riley responded positively to the call of God to enter the ministry in 1965. Completely confident of God's plan for her life, she has dedicated her life to reaching lost men and women to offer them eternal life through the Gospel of Jesus Christ. Having stood the test of time, she continues to preach a relevant Gospel today. Her life is a testimony to the keeping power of Christ. She proves daily that God will keep you if you desire to live in the center of His will.

Having preached across this country, Pastor Riley serves the Kingdom under the auspices of Bishop Ernestine Reems – Dickerson of Center of Hope Community Church in Oakland, CA. Pastor Riley joined Center of Hope Community Church (COH) in 1968. Having held a diversity of positions including counselor, manager of business affairs, spiritual leader of the ministers' board and President of COH School for Ministers, in 1988, Bishop Reems-Dickerson appointed Pastor Riley to Associate Pastor of Center of Hope Community Church for Spiritual Affairs. Continued faithful service led to Bishop Reems-Dickerson to select Pastor Johnnie, as she is affectionately called, to become Pastor of the Center of Hope – Pittsburg in 2006.

As Pastor of a branch church, Pastor Riley is watching God bless as He adds regularly to the flock she has charge over. Pastor Riley has watched this church grow from a small home bible study to a congregation that recently moved into their own church building. She continues to pour into the lives of the leaders that serve with her and the members of the congregation with a realness and dedication that demonstrates the love of God to all.

Pastor Johnnie Riley is a wife and mother of one grown son, Lance. Her husband, Deacon Alex Riley, serves in ministry with her. This woman of God is walking worthy of the call that is on her life and daily inspires others to live in the fullness of their God ordained calling. Pastor Riley walks in covenant with God's word for divine health each day, standing on the firm foundation of her favorite scripture verse – "What? Know ye not that your body is the temple of the Holy Ghost [which is] in you, which ye have of God, and ye are not your own?" By faith, she affirms that sickness and disease can't cohabitate with the Holy Ghost!

To God be the Glory!

Johnnie M. Riley  
4011 Railroad Ave.  
Pittsburg, CA 94565  
Jmriley5@pacbell.net  
(925) 427-7111



Wannetta Hall  
4414 Fleming Ave  
Oakland, Ca 94619

RESUME

Reference:

Fairmont Hospital  
15400 Foothill Blvd  
San Leandro, Ca 94578

Job Title: DP TECH II  
From : 1985-1991

Henry's Tow  
5321 E. 8<sup>th</sup> St  
Oakland, Ca 94601

Job Description: Filing, Answering phone, Supervisor, Owner  
From : 1991 – Present

EOLA Parent : 2003 - Present

Other : Community Food Program

**EOLA/H Parent Since 2003**

# Ernest Leon Frohm III

8653 Thermal Street, Oakland Ca. 94605  
510-395-7701

## Martial Arts Instructor/Coach/Mentor

### Education:

- \*Richmond High School, Richmond Ca. 1987
- \*San Jose State Un.
- \*Laney Jr. College

### Martial Arts Education:

- \*Taylor's House of Karate, San Rafael Ca.
- \*West America Tae Kwon Do, Mill Valley Ca.
- American Karate (Tae Kwon Do, Karate and Boxing)

**Years of Study:** 1977 to Current

**Years of Teaching:** 1985 to Current

**Degree:** 5<sup>th</sup> Dan, Master

### Teaching Experience:

- \*West America Tae Kwon Do, Mill Valley Ca.
- \*Taylor's House of Karate, San Rafael Ca.
- \*Emerson Elementary School, Berkeley Ca.
- \*Windrush School, El Cerrito Ca.
- \*Manzanita Community Center, Oakland Ca.
- \*Imani Community Church, Oakland Ca.
- \*East Oakland Leadership Academy, Oakland Ca. (PE and Martial Arts Instructor)
- \*Frohm's Martial Arts, Oakland Ca.

### Accomplishments:

- \*2007 Jefferson Award
- \*Coach to four World Champion, Martial Arts Competitors
- \*2012 United States Coach and Martial Arts Ambassador to Punjab India
- \*2010 BASKA Hall of Fame award winner
- \*Oakland Business Owner since 2000

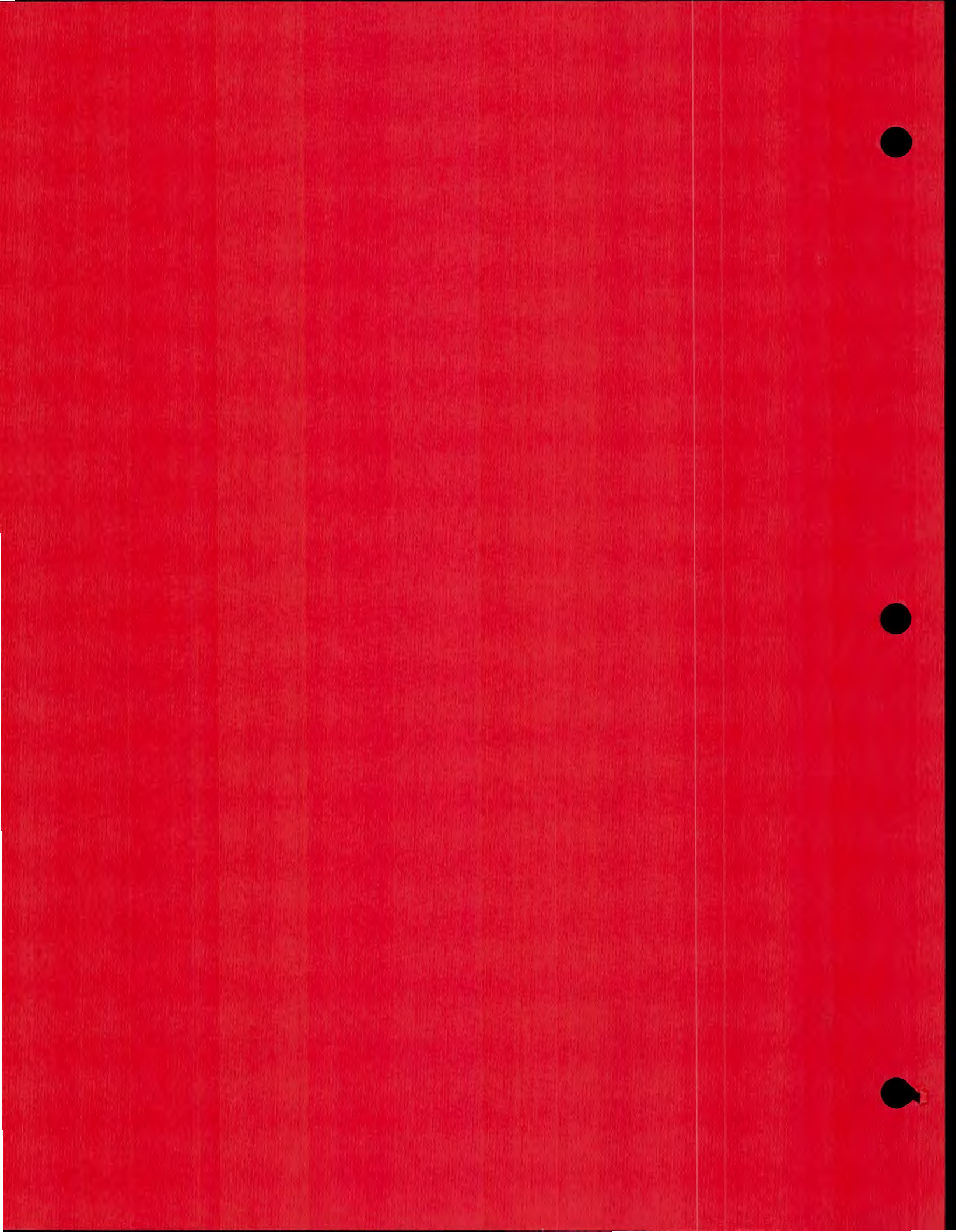
### Other work experiences:

- \*Gladman Psychiatric Health Facility, Oakland Ca.  
Mental Health Worker, Counselor 1993-2000
- \*Dance Instructor 1989-1999
- \*Stage Dancer and Choreographer for Comedian and Actor Sinbad 1989-1992











**East Oakland Leadership Academy**

**Renewal Charter Petition**

**RED LINED COPY**

**Submitted to Oakland Unified School District**  
**Office of Charter Schools**

**December 13, 2017**

**Contact:**  
**Laura Armstrong, Director**  
**East Oakland Leadership Academy**  
**2614 Seminary Ave.**  
**Oakland, CA 94605**  
**(510) 562-5238**

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## Introduction

“Educating Students Today To Become Leaders of Tomorrow”

East Oakland Leadership Academy, a K-8 public charter school, was founded in 2003 and was designed to produce the academic advancement of minority youth from East Oakland, California. The original founders of East Oakland Leadership Academy were comprised of teachers, parents, and community members of East Oakland. The founders shared a vision of providing quality education for students in a small, safe, and nurturing environment.

East Oakland Leadership Academy’s mission is to provide structure and student achievement to underserved urban students by:

- Improving the academic achievement of all students
- Closing the achievement gap
- Fostering student leadership
- Supporting effective educators
- Providing a structured learning environment

The 2017-2018 school year will mark East Oakland Leadership Academy’s 15<sup>th</sup> year of continuing our mission to educate students to become leaders of tomorrow by meeting their academic, social, physical, and emotional needs. We have set high expectations and provided our students with rigorous and challenging curriculum. This proves to be true, with our recorded CASSP scores for 2016 -2017 school year indicating seventy-one percent (71%) of returning students scored at Level 3 or 4 in ELA and sixty-seven percent (67%) of returning students scored at Level 3 or 4 in Math. Our community involvement has played a positive role on our students as well. For example, with our partnership with Frohm’s Martial Arts as a part of our free after-school program, as well as our physical education plan, our students benefit in learning components such as perseverance and self-control, which align with our school’s vision.

In accordance with the California Charter School Act of 1992, as amended (the “Charter Schools Act”), East Oakland Leadership Academy hereby petitions the Oakland Unified School District to grant this renewal for grades K-8 charter for five years from July 1<sup>st</sup>, 2018- June 30<sup>th</sup>, 2023.

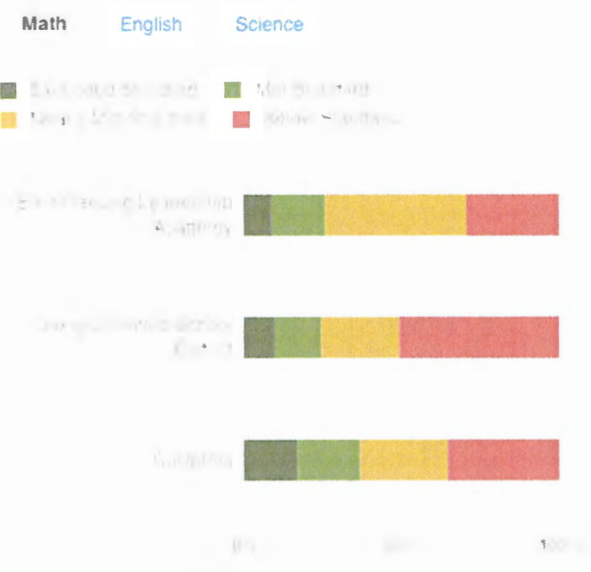
## CULTURE

East Oakland Leadership Academy’s motto is “All Children Can Learn” because failure is not an option. The East Oakland Leadership Academy community shares the vision of providing quality education for children in a small, safe, and nurturing environment. Our educational program is inclusive and student-centered, allowing students to:

- Develop academic excellence and high standards of personal and social behavior.
- Develop the skills to become lifelong learners who are independent and critical thinkers.
- 1. Become active participants in a democratic society as contributing citizens within the school, local, and global communities.
- Strengthen their sense of personal agency and grit through the practice of setting goals, planning, and taking responsibility over their learning and educational environments.
  1. Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem

East Oakland Leadership Academy opened its doors to the youth of East Oakland in 2003. EOLA has grown from one 6<sup>th</sup> grade class to currently serving students in grades K-8. East Oakland Leadership Academy is a small school serving students in the severely economically depressed East Oakland area. The majority of students at EOLA would otherwise attend Parker, Markum or Charles Howard elementary schools and Frick or Elmhurst Community Prep. Currently Ninety-six percent (96%) of our students qualify for free or reduced lunch; 34% are Hispanic or Latino; 43 % are African American and 4% are Asian. Ten percent (10%) of our students have disabilities and 27% are English Learners. East Oakland Leadership Academy maintains incredibly high success rates, despite the disadvantaged position our students are in. The success of EOLA is marked by improvement in student achievement; school-wide and for numerically-significant subgroups, enrollment growth and high attendance rates,

proactive parent involvement, and the creation of a safe, clean, welcoming school environment in an area rife with crime and violence on the streets and in the schools. Highlights of this success include:  
California Assessments of Student Performance and Progress (CAASPP)



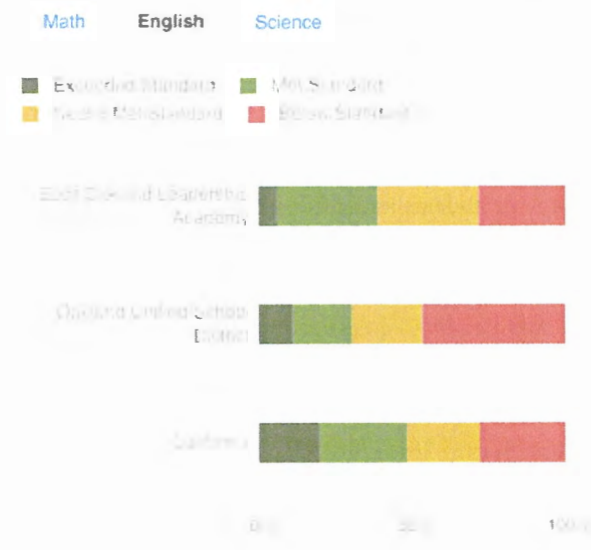
### Slightly Lower Than Average Math Scores

East Oakland Leadership Academy is in the bottom 45% of California elementary schools based on the percent of students who met or exceeded the state math standard (26%).

#### How East Oakland Leadership Academy stacks up

- **Better** than average for Oakland Unified School District (26%)
- **Worse** than average for Oakland (26%)
- **Worse** than average for elementary schools in California (26%)

## California Assessments of Student Performance and Progress (CAASPP)



### Slightly Lower Than Average English Scores

East Oakland Leadership Academy is in the bottom 45% of California elementary schools based on the percent of students who met or exceeded the state english language arts standard (39%).

#### How East Oakland Leadership Academy stacks up

- **Better** than average for Oakland Unified School District (39%)
- **Worse** than average for Oakland (39%)
- **Worse** than average for elementary schools in California (39%)



1. The suspension rate declined significantly for ELs, African Americans, Hispanics, and Socioeconomically Disadvantaged students.
2. At least 50% of African American and Hispanic students performed at Nearly Met or Above Standards in ELA and Math.
3. The state indicator for academic performance of all students indicates that EL Progress was at 97% and the change was a significant increase of 27.5%.
4. Hispanics performed better than any other subgroup.
5. MPO Goals were met including:
  - a. 76% of Hispanics students demonstrated at least 1 year growth on SRI
  - b. 80% of African Americans demonstrated at least 1 year growth on SRI
  - c. 76% of ELs students demonstrated at least 1 year growth on SRI
  - d. 70% of Low Income students demonstrated 1 year growth on SRI.
  - e. 85% of ELs demonstrated at least 1 year growth on CELDT
  - f. 71% of Returning Students scored at Level 3 or 4 on the ELA portion of SBAC
  - g. 67% of Returning Students Scored at Level 3 or 4 on the Math portion of SBAC

The attendance rate at a school is an indicator of how engaged the students are in the educational program, and how motivated the parents are to ensure their children arrive at school on a consistent basis. Student attendance rate at EOLA has been consistently high at 95% and above for the past five years. The attendance rate in the afterschool program has also been high reaching over 85 % .

Another key marker of success is our teacher engagement at school, with students and community. It is common practice for teachers to arrive early and remain at school an hour or more after their official day ends. Our teachers are passionate about education and willingly continue to work with students in the free after-school program that ends at 6:00 PM. Over 80 percent of teachers are involved in the after school program

East Oakland Leadership Academy actively seeks parent input through a variety of channels including direct parent contact and outreach, and parent representative on the Board. Additionally, Parents actively participate the EOLA Parent Organization (EPO). Collaboration with the E.P.O contributes to our success in providing an equitable and quality educational experience for the youth of East Oakland. Parents complete a satisfaction survey yearly.

Student and Parent Satisfaction Survey 2016-2017

Survey Questions	Students	Parents
Positively Rate School Safety	88%	76%
Positively Rate Academic Instruction	85%	80%
Positively Rate their voice in School Decision	89%	71%

The Charter Schools Act states:

*It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

(a) *Improve pupil learning.*

(b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*

(c) *Encourage the use of different and innovative teaching methods.*

(d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*

(e) *Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*

(f) *Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*

(g) *Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

## **Element 1**

*DRL: "In accordance with SB 1290, EOLA pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals."*

*EOLA acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)*

*EOLA's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:"*

*DRL: "If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students."*

*Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.*

## **ELEMENT 1: EDUCATIONAL PROGRAM AND PHILOSOPHY**

*Governing Law: California Education Code 47605(b) (5) (A) (i)*

### **Mission Statement**

Our mission is to establish a child-centered learning environment that develops academic excellence, technological literacy, appreciation and understanding of the Arts, and proficiency in English.

Our students will develop self-respect, leadership qualities, recognition of the importance of service to their community, and a lifelong love of learning.

Our school will include small classes, community and parent involvement, and a clean, safe learning environment that respects and addresses the cultural needs of our students and staff.

Our mission will be accomplished by developing curriculum-based assessment models and student portfolios to guide instruction and measure student achievement along with standardized testing.

East Oakland Leadership Academy will accommodate diverse learning styles and provide enrichment educational opportunities to promote the academic success and socio-emotional development of our students.

### **Educational Philosophy**

East Oakland Leadership Academy School's (EOLA's) goal is to provide strong academic skills in Language Arts & Literature and Mathematics to minority and socio-economically disadvantaged students. EOLA will serve inner city students in grade levels kindergarten to eighth. We believe that student engagement is a critical factor of academic success; therefore we focus on achieving a high student attendance rate. The curriculum is designed to enhance the academic skills of all students with a focus on marginalized student populations and socio-economically disadvantaged students. Utilizing small, structured classrooms will provide the discipline and individualized support necessary for student success. EOLA will also provide instruction that develops academic and social skills with a focus in, but are not limited to, reading, writing, math, science, and social science to ensure students have the ability to actively participate in a capitalistic society. Achieving these goals will be a collaborative effort between students, school, family, and community members.

The East Oakland Leadership Academy educational program will be based on the following elements of success:

- A vision, mission, and operational business plan that focuses on student learning
- Academically rigorous curricula and pedagogy that will create a body of knowledge and skills essential for economic, civic, technological, traditional, and personal advancement in the multicultural and increasingly globalized society
- Effective and engaging instruction with a commitment to utilizing various teaching approaches to meet the needs of differing learning styles
- An environment that will support and encourage collaboration amongst teachers through shared decision making and lesson plan development
- Professional development that places skills in a context consistent with the overall school mission
- Small school size, which contributes to a culture of trust and communication



- Parent and community involvement that supports school programs and encourages community engagement
- Implementing regular and varied assessments that measure progress and allow for continuous internal evaluation to ensure the success of both students and staff performances
- Clear and accessible communication processes for community members detailing student and school performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial
- A cooperative environment in which students feel respected, valued, safe, and supported
- Encouragement for families and the larger community to become educational partners of charter schools

### Population Served by East Oakland Leadership Academy

East Oakland Leadership Academy (EOLA) will welcome, as space and resources are available, students currently served by the Oakland Unified School District in Grades K-8. As AB544 states as a Charter School all students throughout California are welcomed according to space availability. In year one, the Academy served grade 6 and increased enrollment in the following years according to the original charter statement, currently serving grades K-8. EOLA currently serves a student population of Ninety-six percent (96%) that qualify for free or reduced lunch; thirty-four percent (34%) who are Hispanic or Latino; forty-three percent (43 %) who are African American, four percent (4%) who are Asian; ten percent (10%) who have disabilities and twenty-seven percent (27%) who are English Learners.

Our projected enrollment over the next five years:

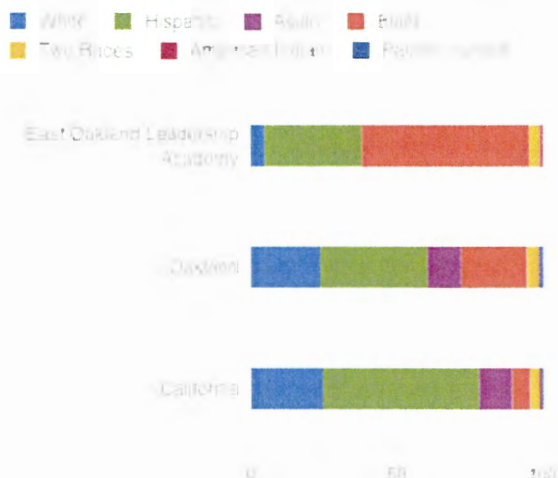
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>K</b>	20	20	20	20	20
<b>1</b>	15	20	20	20	20
<b>2</b>	14	15	20	20	20
<b>3</b>	14	14	15	20	20
<b>4</b>	15	14	14	15	20
<b>5</b>	15	15	14	14	15
<b>6</b>	15	15	15	14	14
<b>7</b>	15	15	15	15	14
<b>8</b>	17	15	15	15	15

East Oakland Leadership Academy seeks to educate low income, minority students from East Oakland, CA. East Oakland Leadership Academy’s highest priority is improving the academic achievement of this traditionally underserved student population and closing the achievement gap. EOLA’s educational program is based on the educational needs of the following student profile:

- Students who are underachieving in core academic subjects
- Students whose academic needs call for a small school environment with personalized attention
- Students whose academic needs are not being met in a traditional large school environment
- Students who benefit from a structured learning environment.

The student population that EOLA will serve are residents primarily in East Oakland and attendants of East Oakland Leadership Academy (K-8) and other community public schools in the East Oakland area. Many of the students coming from the neighboring schools have performed below grade level on the SBAC achievement test, receive free or reduced lunch, and live at or below poverty level.

## Ethnic Distribution



## Mostly African-American Students

At present, only 1% of the student population at East Oakland Leadership Academy identify as African-American, making up the largest segment of the student body. A typical school in Oakland is made up of 22.5% African-American students, so East Oakland Leadership Academy has a disproportionately different ethnic distribution compared to other schools in the city.

The demographic breakdown of East Oakland Leadership Academy is dramatically different from that of a typical school in the state of California, which is made up of 5% African-American students on average.

EOLA will help these students increase their academic performance by providing curriculum aligned with district and state standards, before and after school math/reading small group tutoring, to specifically address the needs of students that perform below grade level. Test results and grades from the previous school year will be used as indicators of past performance until teacher observations and other assessments will be utilized to develop Individual Learning Plans (ILP) for all students with special needs. This includes traditionally underserved students of color, low-income students, English Learners, and students with Special Education needs. We passionately believe that all students can excel academically despite the daunting challenges many face. Our program identifies and builds on the strengths of our students, their parents, and their local communities, rather than any perceived deficits. EOLA is dedicated to providing high need students in urban communities an educational option that can meet their unique needs and move them towards graduation.

## 21st Century Educated Person

An educated person in the 21st century must be able to solve problems and think innovatively. A solid foundation of knowledge, including: history, language arts, English literature, science, and mathematics is critical. The educated person must be able to apply this knowledge effectively. The ability to obtain, analyze, and utilize information, and technology effectively is essential. Self-motivated individuals who understand that the necessity to learn will continue throughout their lifetimes will have the greatest prospects for fulfilling lives in the 21st century. EOLA is committed to provide a positive learning environment and teaching strategies that will meet the learning styles of all students and develop self-motivated, competent, lifelong learners. At EOLA we believe that "All Children Can Learn." We believe that our educational program will provide equitable learning opportunities and will increase academic performance of all students.

We recognize in these times, that young children are going through the most critical development stage in their lives. Their physical, emotional, and intellectual needs are woven together. These are the years when young children are seeking answers to fundamental questions in life and are deciding on values and standards that will largely determine their behavior in the future. It is our plan to meet the educational needs of each student and provide students with the necessary tools to succeed in the 21st Century.

The goal of East Oakland Leadership Academy is to equip urban students with the literacy necessary in the 21st century- the ability to read, write, speak; to calculate with clarity and precision; and to be able to participate passionately and responsibly in the life of the community. East Oakland Leadership Academy will enable students to become literate, self-motivated, and lifelong learners. This will be achieved by providing a multi-cultural, student-



centered environment in which all students will be held to high academic and behavioral standards. East Oakland Leadership Academy will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.

Diversity will be enhanced in each classroom and school wide by acknowledging the cultures represented through instruction and community activities. The EOLA team will seek grants to support a cultural and social development program for students and the community at large that will include music, dance, arts, crafts, rites of passage based on a student/parent/community needs assessment. In addition to this program, cultural diversity and awareness will be integrated into the curriculum by acknowledging various holidays and celebrations throughout the year. Community activities/exhibitions exemplifying cultural diversity will be held throughout the school year also.

Lifelong learning begins when a student experiences a positive learning environment. EOLA will provide a positive learning environment by employing qualified teachers who are committed to meeting the needs of all students. All staff members will demonstrate support of the vision that "All Children Can Learn" by implementing teaching strategies that address the learning styles of all children and thereby equipping students with the skills that will enable them to experience success and a positive learning experience. EOLA will create positive learning experiences by assessing the current achievement level of each student, developing an ILP, allowing students to work in cooperative groups, independently, and have one on one learning opportunities. Students that require additional learning opportunities will attend tutoring sessions.

### **How Learning Best Occurs: Small School Design**

The students we seek to serve learn best in a small school setting. Although a small school cannot in itself guarantee high academic achievement, research demonstrates that reduced size facilitates the activities that lead to greater learning. Much of the improvement occurs because the adults and especially the teachers know each student at a deeper level. Studies have shown, for example, that students in smaller high schools have higher attendance rates and fewer incidents of violence and discipline problems. (The Case for Smaller High Schools, Tom Van Ark, Education Leadership, February 2002). Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. EOLA will provide a structured daily program, support, extended school day and year, and state aligned textbooks to maximize a small school environment. As discussed in more detail below, our vision of effective small school design is based on our pillars of effective school design:

The East Oakland Leadership Academy charter school will provide an education program that allows each student to:

1. Develop academic excellence and high standards of personal and social behavior;
2. Learn to learn - learn how to think critically, become independent thinkers, and see learning as a life-long process;
3. Become knowledgeable about their own culture and history as well as other cultures and history in their urban environment;
4. Become active participants in a democratic society as contributing citizens within the school, local, and global communities;
5. Become more responsible for and have more control over their own learning by setting goals, planning, and managing their educational environment,
6. Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem;
7. Work in an environment that promotes learning; and
8. Utilize technologically advanced software to supplement the core curriculum and promote the practice of higher-level thinking skills.
  - **High Expectations:** All students are also expected to meet grade level standards, maintain high attendance, and adhere to high standards of student behavior.
  - **Significant Support:** The small school environment along with tutoring, summer school, small class sizes, teacher assistants, Acellus and homework club will help promote academic success for EOLA students.

- **Student Leadership:** Students will be exposed to leadership skills-community linkages.
- **Parent and Community Involvement:** Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission. Community partners include but are not limited to: Frohm's Martial Arts, YMCA, Four Seasons, Parks and Recreation, Digital Art and Culinary Academy, The David E. Glover Technology Center, Mommaart, TTO, CalState TEACH, and Urban Bootcamp. Our partners support our mission by providing opportunities to develop leadership and social skills. Parents and community members are invited to exhibitions of student participation in the various programs offered by our partners.
- **Focus on Results:** East Oakland Leadership Academy has a relentless focus on high student performance, measuring results on standardized tests and other reliable indicators. This data will be used to improve teaching and learning. Students, parents, and staff will create and reinforce a culture of achievement.

Using multiple teaching strategies promotes learning for every student. Presenting every student with rigorous curriculum and high expectations for achievement is the foundation for learning. Research demonstrates that building connections to adults, especially with dedicated and motivated teachers, consistently leads to higher student achievement. As a small school, EOLA will facilitate these interactions. Moreover, each teacher will develop an Individualized Learning Plan as a road map for student learning goals. Each plan will be customized and regularly reviewed through parent and administrator/teacher consultations.

## Curriculum and Instructional Design

### Academic Standards

EOLA, as a public charter school, must administer the required standardized tests derived from the California state standards. To foster an environment that supports student success in their academic program, while still meeting or exceed the common core standards, EOLA uses the Common Core standards as the framework for instruction and incorporates the four school-wide objectives of academic advancement, critical thinking, personal responsibility (agency), and a focus on high attendance.

**EOLA ACADEMIC SCHEDULE**

<b>K-5 SCHEDULE</b>	<b>SUBJECT</b>
08:15 – 08:30	Morning Circle (K-8 participate)
08:30 – 10:30	English Language Arts
10:30 – 10:45	Nutritious Break
10:45 – 12:30	Mathematics
12:30 – 01:00	Lunch
01:15 – 02:00	Science/PE
02:00 – 03:00	History/Art
03:00 – 04:00	Tutoring/Homework Club
04:00 – 06:00	After School Program

(K-3 schedule vary slightly to allow for recess)

<b>6-8 SCHEDULE</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	
08:30 - 10:30	English Language Arts	English Language Arts	English Language Arts	English Language Arts	08:30-10:30	Career and College Readiness
10:30-10:45	Nutritious Break	Nutritious Break	Nutritious Break	Nutritious Break	10:30-10:45	Break
10:45 - 12:30	Computer Lab/Mathematics (7-8 rotate)	Computer Lab/Mathematics (7-8 rotate)	Mathematics	Mathematics	10:45-12:40	Independent Study and Research
12:30 - 01:00	Lunch	Lunch	Lunch	Lunch	12:40-03:00	Afterschool Program
01:00 - 02:00	Literature Studies	Critical thinking	Literature Studies	Critical Thinking		
02:00 - 03:00	Science/PE	Science/PE	History/Art	History/Art		
03:00 - 04:00	Tutoring/Homework Club	Tutoring/Homework Club	Tutoring/Homework Club	Tutoring/Homework Club		
04:00 - 06:00	After School Program	After School Program	After School Program	After School Program		

*EOLA will have at least 175 days of instruction and For each fiscal year, offer, at a minimum, the following number of minutes of instruction:*

- (A) To pupils in kindergarten, 36,000 minutes.*
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.*
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.*

## **Course Descriptions (See Appendix for Pacing Guides and Curriculum Maps)**

### **ENGLISH LANGUAGE ARTS (ELA) CLASSES**

ELA classes will deliver the Content based on the Common Core Standard for each grade level.

Utilizing multiple teaching strategies will address the various learning needs of each student. Strategies are based on inclusive, multicultural pedagogy, and addresses the needs of ELL and ELD students. These strategies will be implemented to teach mastery of the English Language Arts standards including: word analysis, reading fluency, systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies and applications, written and oral English language conventions, listening and speaking strategies and applications.

Daily Language Acquisition will be practiced to introduce and reinforce correct grammar and punctuation usage at each grade level.

Instructional materials will include a combination of technology-based and printed materials that have been adopted by the SBE. Technology-based materials include, but are not limited to: Acellus- a computer program that allows students to work individually, at their own pace to master ELA concepts. Printed materials included, but are not limited to, literature books from Houghton Mifflin and Holt. Each classroom has a library with grade level reading materials. The Holt Reading Series provides assessments for the beginning, middle and end of year.

## Writing

Students will participate in monthly thematic essay writing that will allow students to engage in practical applications of the writing process and utilization of graphic organizers to help students organize and extend their writing. These themes will also allow students to practice different styles of writing such as expository, narrative, informative, persuasive, and poetry. The Writing Process will be implemented and integrated in reading, social science, math and science curriculums.

## Reading

Research indicates that the best way to become a fluent reader is to read and be read to frequently. The reading program at EOLA will be both instructional and motivational.

We believe that:

- Literacy belongs to all students; adequate support and exposure to a diverse range of literature and authors will promote a rigors and encouraging culture of reading.
- Immersion in a print-rich environment that includes a variety of text forms supports children's literacy learning.
- Reading and writing are best simultaneously, not sequentially. The learning of one enhances the learning of the other.
- Children acquire language skills, including literacy skills, in their own ways and at their own pace. The range for normal development is wider than most schools reading programs can comfortably accommodate.
- Children learn best when content is relevant, interesting and meaningful; content should motivate students personal sense of purpose for learning.
- The underlying goal of all literacy learning is to create an independent readers and writers. The earlier the student is in charge of his or her literacy learning, the more proficient of a reader they become.

The classroom environment will be literacy enriched and organized to support students in becoming independent readers and writers by including:

- Words walls that include, but are not limited to, content specific academic language, and high frequency words (sight words)
- Classroom libraries that include a diverse, grade appropriate, and wide range of materials for students
- Extended reading instructional period
- Cooperative groups
- Guided read alouds and shared reading practices
- Students reading fiction and nonfiction literature in the forms of, but not limited to: academic articles, short stories and chapter books. Grades 2-8 reading 10 chapter books over the course of the school year.

Each student will be taught the skills required for them to become agents in their own learning; students will be challenged to set individual learning goals, and to put forth their best effort.

When children experience the pleasures and intrinsic rewards of thoughtful reading they will learn to value reading for its own sake. Reading instruction that focuses on enjoying stories, building comprehension, and creative thinking will motivate students to become lifelong readers who approach ideas with curiosity and confidence. This type of motivation will be addressed at EOLA by:

- Frequent teacher read alouds exposing students to a dynamic range of literature
- Utilizing literature that is culturally relevant to students.
- Concrete activities designed to engage students in discussions about compelling issues raised in the text and/or relate the text to other subjects being taught in the curriculum.
- Informal assessments, in addition to formal ones, that allow each student to be optimally challenged and to achieve success as defined by his or her own abilities.
- Activities that allow student choice and peer interaction



- Activities will increase the student's understanding and/or connection to their own lives, their classmates, and people in variety of communities beyond their own

## **MATH CLASSES**

Math classes will deliver the Content based on the Common Core Standards for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. Strategies are based on inclusive, multicultural pedagogy, and addresses the needs of ELL and ELD students. These strategies will be implemented to teach mastery of Mathematics according to grade level standards. The math curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

Math will be practiced daily to introduce and reinforce math concepts at each grade level. In alignment with the Common Core Standards, content will also emphasize understanding of mathematical material and develop skills necessary for accurately explaining one's mathematical thinking.

Instructional materials will include a combination of technology-based and printed materials that have been adopted by the SBE. Technology-based materials include, but are not limited to: Acellus- a computer program that allows students to work individually, at their own pace to master math concepts. Printed materials included, but are not limited to, literature books from Houghton Mifflin and Glencoe.

Algebraic thinking will be implemented at each grade level. This will help students master key algebraic skills and understand mathematical concepts through investigative study and simulating problem solving. Students will be encouraged to work cooperatively to explore patterns by incorporating instruction with motivational real-life tasks and use a model to learn an algebraic pattern.

Curriculum will develop the student's mathematical proficiency by:

- Teaching problem solving techniques and strategies,
- Using other subjects taught to support learning and recognizing algebraic connections.
- Activities that analyze givens, constraints, relationships, and goals
- Activities that practice using materials pertinent to mathematics. This includes, but is not limited to, computer coding programs, graphing calculators, rulers, and operations charts.
- Teaching quantitative reasoning skills and generalizations.
- Activities centered around constructing mathematical arguments using concrete examples based in proven mathematical theory. .
- Incorporating the use of technological tools; this will allow students to understand concepts at a deeper level and gain experience applicable to living in the 21st century.

This strategy will motivate students to sharpen their thinking skills and at the same time prepare them for taking standardized math tests.

## **SCIENCE/HEALTH CLASSES**

Science/Health classes will deliver the Content based on the Common Core Standards (NGSS) for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. These strategies will be implemented to teach mastery of Science/Health according to grade level standards. The Science/Health curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

The goal of scientific literacy is to transmit fundamental biological, physical, and earth science concepts to all students while imbuing positive attitudes about science. This approach enables students to use the basic concepts for continual learning and application. Components of scientific literacy includes: developing positive attitudes



about science and taking an active interest in natural phenomena; learning fundamental concepts of science and how the application of these concepts affect our daily lives; learning techniques that comprise the scientific method to validate knowledge and to develop thinking skills for lifelong learning; and using attitudes and knowledge about science to live as an informed citizen in a scientifically developed nation. Science is a way of solving problems and increasing human knowledge that is the most dynamic aspect of living in the 21<sup>st</sup> century. The processes of scientific inquiry will inspire both the creative and controlled responses to posing, investigating, and solving problems. Science enhances student's opportunities to explore, discover, and experience the interdependencies of other academic disciplines. It has been said that mathematics is the language of science. Science provides a great opportunity for students to apply concepts and skills learned in mathematics to science in the classroom.

Science is also a medium through which students can investigate, observe, predict, define, compare, group, discover, foster thinking skills, find solutions, relate, sort, and classify information. Children are naturally curious and have a sense of wonder. Teachers will assist, direct, and inquire to develop these attributes in the area of science. They will engage the senses of seeing, hearing, tasting, touching, and smelling through discovery learning. The curriculum will be delivered in a concrete and tangible way so that students can make connections and explore the "how and why". Students will be able to observe, compare, predict and test results, question results, measure, record, and arrange their findings. Students will also gain knowledge of the physical world, incorporate active learning and develop a scientific attitude and a questioning mind.

Science is a world of possibilities. Science fiction motivates students to ask questions and pique their interest. It is also an interdisciplinary connection to language arts. Students will have an opportunity to improve their reading and writing skills while celebrating science through science fiction.

At each grade level, concepts and objectives will be introduced through hands on activities and discussions. Teachers will use the strategies of multiple intelligences which will enable each student to have the opportunity to demonstrate their level of understanding.

Teachers will use visuals, individual and group activities that make real-life connections. Investigating the physical attributes of objects, how they function, and what can be done with them, aligns with the piagetian approach that encourages active exploration of objects through manipulatives and transformations. Students will identify problems, observe discrepancies, draw inferences, generate hypotheses, interpret results and draw conclusions.

We are currently using the Glencoe science curriculum and finding that it provides health, math, social studies and nonfiction integration at all grade levels. Investigations, explorations and demonstrations will motivate students to learn more about science.

The Science / Health program will enable students to learn through exploration and hands on experiences and will include life, earth, physical science and HIV/AIDS awareness. We are currently working with Frohm's Martial Arts to provide our physical education program.

## **HISTORY/SOCIAL SCIENCE CLASSES**

History/Social Science classes will deliver the Content based on the Common Core Standards for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. These strategies will be implemented to teach mastery of History/Social Science according to grade level standards. The History/Social Science curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

It is very important today that children gain a sense of social responsibility and an understanding of the importance of history and how it has impacted and led to the advanced society that we live in today.

Our goals will include enabling students to see the connection between the ideas and behaviors, between the values and ideals that people held and the ethical consequences of those beliefs. Students will learn about the cultures, societies, and economic systems that prevailed in other parts of the world. Students will be able to recognize the political and cultural barriers that divided people as well as the common human qualities that united them.

We will teach tolerance. The history of community, state, nation, and world will reflect the experiences of individuals of different racial, religious, and ethnic groups. We want our students to understand the value, importance, and fragility of our democratic institutions. This will be done in an effort to develop a keen sense of ethics and citizenship, and to care deeply about the quality of life in their community, nation, and world.

The social science standards will be integrated with culturally focused thematic units. Art is a vital part of that integration. Thematic units will allow students to use a variety of supplemental materials and technology to enhance comprehension.

Students will be given opportunities to observe, participate, and reflect upon the responsibilities of citizens in a free society. Activities in the school and within the community will enlarge the classroom learning environment and help students develop a commitment to public service.

## Leadership Skills

EOLA provides an environment that uplifts and reinforces the fact that every student has the ability to lead in one or more aspects of their lives. The approach is multifaceted and aligns with the Common Core Career and College readiness standards; leadership skills are taught and practiced in the classroom, with the whole school, during the after school programs the school has developed and offered free of charge to parents and guardians and in our community.

In the classroom leadership skills are developed and refined through:

- Designated student jobs that rotate weekly/bimonthly/monthly
- Student led analysis discussions in, but not limited to, literature, math, and social science
- Implementing a range of group activities allowing for different students to take the leadership roles

As a whole school leadership skills are developed and refined by:

- Creating numerous intentional and meaningful opportunities to lead the morning circle which happens daily with the entire school.
- Having a system in place for students to share excellent and original work, artistic ability, and expertise of a particular topic to the entire school
- Providing opportunity for students to act as representatives of EOLA outside of school at events including, but not limited to, ceremonies EOLA is invited to, school fairs, and public hearings

In the afterschool program leadership skills are refined and reinforced in each program: Musical Theater, Art, Karate, and Math club/tutoring by:

- Creating a system that allow students to be responsible for checking-out technology and text to students, or be responsible for helping administer snacks during homework club
- Allowing students to practice performing in front of audiences in Musical Theater
- Designating Leadership roles or jobs to organize and monitor supplies for Art
- Karate emphasizes leadership through teaching courtesy, integrity, perseverance self-control and having an indomitable spirit as a way of life.

EOLA also provides experiences for students to be leaders in our community through:

- organized community clean-up days a
- participation in KABOOM projects- rebuilding local parks
- “YOU MATTER” campaign



EOLA provides professional development opportunities both on and off site including:

1. one week intensive before school: academic language; implementation of common core strategies; addressing needs of diverse learners
2. blended learning strategies
3. classroom management strategies
4. common core lesson planning
5. curriculum updates (SBAC, ELPAC, NGSS etc)
6. teaching reading and literature
7. grading and pacing guides

## **Creative Expression**

Art, music, and dance will be an integral part of the curriculum at EOLA. When students are involved in these programs, it helps develop positive self-esteem and they acquire a sincere desire to achieve more in academic areas. This is due to positive experiences of success that is transferred to a renewed sense of being able to be successful in other areas. Children try harder when they experience success.

Art and Technological Literacy are integral parts of preparing the 21<sup>st</sup> century learner. Student will require basic computer skills by 8<sup>th</sup> grade. Basic computing skills will be taught appropriately at grade levels in preparation for college and career. Students will have access to computers during class time and in the after school program. Several of our partners, DACA and the David Glover technology Center provide students opportunity to expand computer skills including coding, digital arts and VR.

All activities such as field trips, assemblies, exhibitions, and cultural events will be associated with the curriculum.

## **Plan for Students Who Are Academically Low Achieving**

EOLA intends for all students to reach high levels of achievement. The philosophy will be to deliver rigorous curriculum and provide the necessary support for them to achieve. The design of EOLA will facilitate the learning of students who are academically low achieving. The small school atmosphere will increase the personalized attention available. When combined with the curriculum and culture of high expectations, student performance will improve significantly.

For students who arrive at EOLA significantly below grade level in either reading or mathematics or who require additional time to master the curriculum, EOLA teachers will create an individualized learning plan as needed to allow more instructional support in the area(s) of need. Parents will be notified and encouraged to be a part of the intervention process. Ongoing evaluation will ensure successful progress of the student. Additional instructional support may include: tutoring, pull-out, one-on-one, and teacher assistants. In addition, Acellus is an effective resource for students of all academic levels. Acellus has the tools to scaffold lessons, as well as repeat specific concepts that a student is having a difficult time grasping. Acellus is a great supplemental tool for academically low achieving students.

## Plan for High Achieving Students

For students performing above grade who requiring more challenging curriculum, EOLA teachers will create an individualized learning plan that will provide learning opportunities according to their needs. Parents will be notified and encouraged to be a part of the process. Acellus is an effective tool for high achieving students. Acellus has a placement assessment that can assist in identifying the need and provide curriculum in all subject areas according to the student's performance level.

## Plan for English Learners

EOLA intends to serve English Learners at the school site through full-inclusion classrooms. Under this program, ELL's are enrolled in regular classes and receive supplementary instruction to aid and develop grade-level English language skills. The small class size with increased personalized attention and a student individualized learning plan aligned with their IEP, will aid in bringing English Learners to the expected achievement levels.

Listening, speaking, reading, and writing skills of EL's will be assessed. The home language survey and mandatory CELDT/ELPAC testing as required by law, will help identify the needs of EL's. These tests will be given within the designated time frame annually and each year afterward. When a language other than English is listed on the survey, students will be administered the California English Language Development Test (CELDT). CELDT is designed to evaluate each student's listening, reading, speaking and writing skills in English. Parents will be notified of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

EOLA will comply with federal, state, and district mandates regarding EL education and re-designation of EL students. EOLA will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. EL's will be instructed in English by teachers who are trained to work with English Learners. EOLA EL's will be prepared with the skills in English and mathematics to meet the Content based on the Common Core Standards. ELPAC will be administered as it becomes available. Also, EL's will have access to additional resources through "Discover English" curriculum on Acellus program that is uniquely equipped to meet the specific needs of EL's.

At a minimum these policies and procedures will accomplish the following:

1. Identify students who need assistance including the use of a home language survey and mandatory CELDT as required by law. .
2. Ensure that necessary, appropriately credentialed staff and curricular materials are in place and used properly.
3. Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assessing the success of the program and modifying it where needed.

*Governing Law:* California Education Code 47642.

*Notwithstanding Section 47651, all state and federal funding for Special Education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the Special Education local plan area that includes the charter school.*

All children with disabilities enrolled EOLA shall receive special education and designated instruction and services in a manner that is consistent with their individualized educational programs and is in compliance with the Individuals with Disabilities Education Act and implementing regulations. In such cases, the costs and funding for the special education shall be in compliance with the provisions of California State Education Code Sections 47640 through 47647.



## **Special Education Assurances**

EOLA assures a free and appropriate education is provided to all students with disabilities. These services will be conducted in accordance with the applicable laws that conform to IDEA and Section 504 of the Rehabilitation Act of 1973. An overview of these arrangements includes but is not limited to the following:

- EOLA assures that students with disabilities are identified and that their needs are evaluated and served in compliance with all applicable laws.
- No student will be denied admission to EOLA based on disability.
- The school will implement a Student Study Team process by which to help identify and serve its special education students and to find ways to serve other students who don't qualify for special education.
- Delivery of the services at the site of the school unless the IEP team recommends an alternative solution and/or there is a legitimate educational reason for providing the services elsewhere.
- Any student who is potentially in need of Section 504 services is the responsibility of the school.
- The school will notify OUSD when it enrolls or dis-enrolls special education students.

## **SPECIAL EDUCATION**

### **Students with Special Needs**

EOLA recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the OUSD and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. EOLA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, EOLA will comply with OUSD and SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by EOLA for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). As long as EOLA operates as a school of the OUSD for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of EOLA and the OUSD. The language that follows is not meant to preclude alternative arrangements between the OUSD and EOLA as agreed upon in the MOU.

### **SELPA Affiliation**

EOLA shall initially be deemed, by default, a public school of OUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, EOLA reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for



purposes of special education. In this case, EOLA will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

#### School of the OUSD

So long as EOLA operates as a public school of the OUSD for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and Section 1414, Title 20 of the United States Code, the OUSD will provide an equitable share of special education services and/or funding for students enrolled at EOLA, to the extent required by law and in the manner specified in the MOU.

EOLA agrees to collaborate with the OUSD to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

#### LEA for Special Education

If EOLA makes written verifiable assurances that it will become an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), the EOLA will assume full responsibility for providing special education and related services to eligible EOLA students, in accordance with state and federal law.

EOLA will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. EOLA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

#### **Child Find**

EOLA understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

EOLA will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, EOLA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or EOLA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. EOLA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.



### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, in order to comply with state and federal Child Find requirements, EOLA will follow the applicable OUSD policies and procedures to identify students who may have a disability that qualifies them to receive special education services. EOLA will collaborate with the OUSD to ensure timely transfer of Individualized Education Program (IEP) records and will utilize OUSD policies, procedures, and forms to appropriately identify and refer students for special education.

### LEA for Special Education

If EOLA becomes an independent LEA for special education purposes, EOLA shall be solely responsible for compliance with state and federal Child Find requirements. EOLA shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

### **Referral for Assessment**

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. EOLA’s internal method for referral for assessment will be th Student Success Team (SST)). Parents/guardians will be informed that special education and related services are provided at no cost to them.

### School of the OUSD

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, EOLA shall assist parent/guardian to submit a request in writing. So long as EOLA operates as a school of the OUSD for special education purposes, and unless otherwise agreed to in the MOU, EOLA will notify the OUSD within 2 days of any such referrals and will work collaboratively with the OUSD to respond to the request in writing within 15 days.

If EOLA, in collaboration with OUSD, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

### LEA for Special Education

If EOLA operates as an independent LEA for special education purposes, then, in the event that EOLA receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. EOLA shall respond to a written request for assessment within 15 days.

If EOLA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written



consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

### Assessment

#### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, OUSD will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by OUSD. EOLA will work collaboratively with the OUSD to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and EOLA will work with the OUSD to provide an interpreter, if needed. The STAFF MEMBER will be responsible for gathering all pertinent information and sharing such information with OUSD, as needed.

#### LEA for Special Education

If EOLA operates an LEA for special education, EOLA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by EOLA. A designated staff member will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

1. Individual testing;
2. Teacher observations;
3. Interviews;
4. Review of school records, reports, and work samples; and
5. Parent input.

EOLA will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

6. Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
7. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
8. The student must be evaluated in all areas related to his/her suspected disability;
9. Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually

- administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
10. Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
  11. Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
  12. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
  13. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
  14. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. EOLA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

#### **Development and Implementation of IEP**

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

#### **School of the OUSD**

So long as EOLA operates as a school of the OUSD for special education purposes, EOLA will work with OUSD to develop IEPs and to provide modifications, accommodations and services pursuant to each student's IEP. The school will seek to include all students with disabilities in the Least Restrictive Environment (LRE) with non-disabled peers to the maximum extent appropriate. However, if a student's IEP team determines that the student requires placement outside of a general education classroom, the school will work with OUSD, to provide the necessary placement and/or services.

EOLA views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school, in collaboration with OUSD, will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by EOLA, in cooperation with the OUSD as agreed upon in the MOU.



## LEA for Special Education

If EOLA operates an LEA for special education, EOLA shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. EOLA will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

15. The parent or guardian of the student for whom the IEP was developed;
16. The Student, if appropriate
17. The Principal;
18. At least one special education teacher;
19. A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
20. A SELPA Special Education Representative, if appropriate;
21. If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
22. Others familiar with the student may be invited as needed.

EOLA will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by EOLA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

23. A statement of the student's present levels of academic achievement and functional performance;
24. The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
25. The services the student will receive and the means for delivering those services;
26. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;



27. Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
28. A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
29. Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
30. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
31. The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

32. Yearly to review the student's progress and make any necessary changes;
33. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
34. After the student has received a formal assessment or reassessment;
35. When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
36. When an Individual Transition Plan (ITP) is required at the appropriate age;
37. When EOLA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### **IEP Review**

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

### **School of the OUSD**

So long as EOLA operates as a school of the OUSD for special education purposes, and unless otherwise agreed to in the MOU, OUSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with OUSD policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to EOLA. The school will work with the OUSD to respond to the request.



Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with the OUSD's policies and procedures and using the OUSD's forms.

#### LEA for Special Education

If EOLA operates as an LEA for special education, EOLA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three (3) times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, EOLA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

#### **Special Education Strategies for Instruction and Services**

##### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, EOLA shall collaborate with the OUSD to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU. Our mission is to mainstream students in regular education classrooms whenever appropriate according to individual IEPs. EOLA reserves the right to contract with agencies and vendors outside of the OUSD, when appropriate, to secure special education services, including administrative support services. As a part of EOLA's professional development teachers are provided strategies to implement inclusive and equitable curriculum.

##### LEA for Special Education

If EOLA operates as an independent LEA for special education purposes, EOLA will offer a comprehensive inclusion program that includes co-teaching and specialized individual tutoring. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, EOLA will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.



## **Interim and Initial Placements of New EOLA Students**

EOLA shall comply with Education Code Section 56325 with regard to students transferring into the EOLA within the academic school year.

### **School of the OUSD**

So long as EOLA operates as a school of the OUSD for special education purposes, if a student enrolls at EOLA with an existing IEP, EOLA will notify the OUSD, in accordance with any applicable OUSD policies. An IEP meeting will be convened within 30 days of enrollment to review the existing IEP, discuss the students' present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, EOLA shall work with the OUSD to implement the existing IEP at EOLA and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

### **LEA for Special Education**

If EOLA operates as an independent LEA for special education purposes, EOLA shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the EOLA from another school within the same SELPA, EOLA, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and EOLA agree to develop and implement a new IEP.

For students transferring to the EOLA from another school within a different SELPA, EOLA, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time EOLA shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to EOLA from a school outside of California, EOLA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until EOLA conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by EOLA, and develops a new IEP, if appropriate, in accordance with federal and state law.

## **Staffing**

### **School of the OUSD**

So long as EOLA operates as a school of the OUSD for purposes of special education, OUSD will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. EOLA is committed to cooperating with the OUSD to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between the EOLA and the OUSD.

## LEA for Special Education

If EOLA becomes its own LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. EOLA will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. EOLA shall ensure that all special education staff hired or contracted by EOLA is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It is the goal of EOLA to employ at least one full time teacher with a valid Special Education Credential. This teacher, along with the principal of EOLA, will be the primary EOLA representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented.)

In year 3, pending budgetary availability, EOLA plans to employ a Special Education Coordinator that will have the following duties:

38. Ensure that all aspects of the IEP are followed;
39. Arrange for the teacher of the student to attend the team meetings;
40. Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
41. Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
42. Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
43. Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
44. Provide a report of student progress on the same schedule as students in general education)

All teaching staff at EOLA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

### **Professional Development for EOLA Staff**

EOLA administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the OUSD and/or SELPA.

### **School of the OUSD**

So long as EOLA operates as a school of the OUSD for special education purposes, OUSD agrees to allow EOLA staff access to all special education related professional development opportunities that are available to other employees of the OUSD.

## LEA for Special Education



If EOLA operates as an independent LEA for special education, EOLA shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

### **Reporting**

EOLA, in collaboration with OUSD or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

45. A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
46. The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
47. The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
48. The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
49. The basis of exit from EOLA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the designated staff member. The designated staff member will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The designated staff member will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### **Procedural Safeguards**

Parents or guardians of students with IEP's at EOLA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. EOLA will utilize the Notice of Procedural Safeguards used by the OUSD or SELPA in which it is a member.

School of the OUSD



So long as EOLA operates as a school of the OUSD for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. EOLA work with the OUSD to arrange a meeting between the parents/guardians, the school, and OUSD staff to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

#### LEA for Special Education

If EOLA operates as an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. EOLA work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### **Dispute Resolution**

#### School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, the OUSD and EOLA shall work together to defend the case.

In the event that the OUSD determines that legal representation is needed, the EOLA agrees that it shall be jointly represented by legal counsel of the OUSD's choosing. OUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in EOLA if the OUSD determines such action is legally necessary or advisable. EOLA agrees to cooperate fully with the OUSD in such a proceeding. EOLA understands that the OUSD shall have sole discretion to settle any matter in mediation or due process. The OUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any EOLA student.

#### LEA for Special Education

If EOLA operates as an LEA for special education purposes, EOLA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of EOLA's alleged failure to provide FAPE to students enrolled in the EOLA. EOLA may also initiate a due process hearing or request for mediation with respect to a student enrolled in EOLA if it determines such action is legally necessary or advisable.

### **Complaint Procedures**

Parents or guardians also have the right to file a complaint with OUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.



## Section 504 of the Rehabilitation Act

EOLA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of EOLA. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

EOLA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the EOLA shall be accessible for all students with disabilities in accordance with the ADA.

EOLA will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

50. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
51. Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
52. Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are

needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The designated staff member will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.



## Element 2

*DRL: "In accordance with SB 1290, EOLA pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.*

*EOLA's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:" (see Appendix)*

*DRL: "[By July 1, 2015, and annually thereafter]: EOLA shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):*

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual."*

*DRL: "Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:*

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter."*

**LCAP AND MPO ALIGNMENT WITH STATE PRIORITIES**

State Priorities	Basic Services	Implementation of Common Core	State Standards	Parental Involvement	Student Engagement	School Climate	Course Access	Student Performance
<p><b>LCAP Goal 1:</b> 65% of returning students will demonstrate proficiency in ELA by increasing on SRI and SBAC</p>	<p>* 100% fully credentialed teachers</p>	<p>* Weekly approved lesson plans that adhere to common core standards for every teacher * Multiple professional development opportunities for staff</p>	<p>* Weekly approved lesson plans that adhere to standards for every teacher * Multiple professional development opportunities for staff</p>	<p>* A functioning EPO (a parent teacher alliance) meet and plan events throughout the year</p>	<p>* An attendance of at least 95% will be met by EOLA annually</p>	<p>* An attendance of at least 95% will be met by EOLA annually</p>	<p>*100% of students have access to course materials</p>	<p>* 70% of returning students will demonstrate proficiency in ELA by increasing performance on SBAC * 70% of returning students will demonstrate proficiency in ELA by increasing performances on SRI * SBAC scores show 10% increase * Students demonstrate 1 year growth on the SRI</p>

**MPOs alignment with LCAP and State Priorities**



\*By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent .

\*By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent

\*Each year, 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.

\*Each year, for each [statistically significantly student group], 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.

\* Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)

\* Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)

\* Each year, at least 70 percent of students and families positively rate school safety.

\* Each year, at least 70 percent of students and families positively rate school academic instruction.

\* Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

State Priorities	Basic Services	Implementation of Common Core	State Standards	Parental Involvement	Student Engagement	School Climate	Course Access	Student Performance
<p><b>LCAP Goal 2:</b> 70% of returning students will demonstrate proficiency in Math by increasing performances on SRM and SBAC</p>	<ul style="list-style-type: none"> <li>* 100% fully credentialed teachers</li> </ul>	<ul style="list-style-type: none"> <li>* Weekly approved lesson plans that adhere to common core standards for every teacher</li> <li>* Multiple professional development opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>* Weekly approved lesson plans that adhere to standards for every teacher</li> <li>* Multiple professional development opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>* A functioning EPO (a parent teacher alliance) meet and plan events throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>* an attendance of at least 95% will be met by EOLA annually</li> </ul>	<ul style="list-style-type: none"> <li>* an attendance of at least 95% will be met by EOLA annually</li> </ul>	<ul style="list-style-type: none"> <li>* 100% of students have access to course materials</li> </ul>	<ul style="list-style-type: none"> <li>* 70% of returning students will demonstrate proficiency in Math by increasing performance on SRM</li> <li>* 70% of students will increase proficiency in Math by increasing their performance on SBAC</li> <li>* SBAC scores show 10% increase</li> <li>* Students demonstrate 1 year growth on the SRI</li> </ul>

**MPOs alignment with LCAP and State Priorities**

- \*By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent .
- \*By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent
- \* Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)
- \* Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)
- \* Each year, at least 70 percent of students and families positively rate school safety.
- \* Each year, at least 70 percent of students and families positively rate school academic instruction.
- \* Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

State Priorities	Basic Services	Implementation of Common Core	State Standards	Parental Involvement	Student Engagement	School Climate	Course Access	Student Performance
<p><b>LEAP Goal 3:</b>            EL learners will show early progress on SRI, SRM, CELDT, and SBAC</p>	<ul style="list-style-type: none"> <li>* 100% fully credentialed teachers</li> </ul>	<ul style="list-style-type: none"> <li>* Weekly approved lesson plans that adhere to common core standards for every teacher</li> <li>* Multiple professional development opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>* Weekly approved lesson plans that adhere to standards for every teacher</li> <li>* Multiple professional development opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>* A functioning EPO (a parent teacher alliance) meet and plan events throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>* an attendance of at least 95% will be met by EOLA annually</li> </ul>	<ul style="list-style-type: none"> <li>* An attendance of at least 95% will be met by EOLA annually</li> </ul>	<ul style="list-style-type: none"> <li>* 100% of students have access to course materials</li> </ul>	<ul style="list-style-type: none"> <li>* 70% of returning students will demonstrate proficiency in Math by increasing performance on SRM</li> <li>* 70% of students will increase proficiency in Math by increasing their performance on SBAC</li> <li>* SBAC score will show</li> </ul>

									10% increase * Students demonstrate 1 year growth on the SRI
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**WPOs alignment with LCAP and State Priorities**

By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the ELA and Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent .

By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the ELA and Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent

Each year, 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.

Each year, for each [statistically significantly student group], 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.

Each year 70 percent of ELs will improve one overall proficiency level on CELDT/ELPAC.

Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)

Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)

Each year, at least 70 percent of students and families positively rate school safety.

Each year, at least 70 percent of students and families positively rate school academic instruction.

Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.

**ELEMENT 2: MEASURABLE PUPIL OUTCOMES**

*Governing Law:* California Education Code 47605(b)(5)(B).

*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.*

## Measurable Student Outcomes

EOLA's educational program aims to graduate students who are academically prepared for college, responsible citizens and effective community leaders.

MPOs	Instrument
By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent	SBAC
By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the ELA portion of the SBAC by at least 10 percent or achieve a level of 10 percent	SBAC
By the end of the charter term, increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent	SBAC
By the end of the charter term, for each [statistically significantly student group], increase the percentage of students scoring level 3 or 4 on the Math portion of the SBAC by at least 10 percent or achieve a level of 10 percent	SBAC
Each year, 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.	SRI
Each year, for each [statistically significantly student group], 70 percent of students will increase on the 1 reading level on the ELA/Reading Assessment or achieve proficiency.	SRI
Each year 70 percent of ELs will improve one overall proficiency level on CELDT.	CELDT/ELPAC
Each year, have less than 10 percent of students absent more than 10% percent of the school days (chronic absence)	ADA monthly reporting
Each year, for each [statistically significantly student group], have less than 10 percent of students absent more than 10 percent of the school days (chronic absence)	ADA monthly reporting
Each year, at least 70 percent of students and families positively rate school safety.	Survey Student Survey Question: I feel safe at school Family Survey Question: My child's school provides a safe learning environment
Each year, at least 70 percent of students and families positively rate school academic instruction.	Survey Student Survey Question: I feel that my teacher is preparing me for my future Family Survey Question: Teachers at my child's school set high standards for student work
Each year, at least 70 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	Survey Student Survey Question: I feel that my concerns/opinions are heard/listened to Family Survey Question: I feel encouraged to participate in school activities or meetings



## Research-Based Instructional Strategies

Effective instructional strategies enable students to think critically and creatively. Recognizing that students learn in different ways, our teachers will use a variety of research-based instructional strategies to ensure that all students learn effectively. These may include, among others:

- Lectures (traditional teacher-centered learning appropriate for certain types of information)
- Inquiry/problem solving (identify question or problem, and use various processes to formulate and test theories towards a solution)
- Socratic questioning (detailed oral questioning of students)
- Cooperative learning (working in groups)
- Experiential learning (group experiences such as Mock trials, debates)

## Focus on Results

Our school will relentlessly focus on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement. We feel that our students must be given a structured learning environment that offers an extended calendar, instructional minutes that exceed state mandates, up to date curriculum and a focus on standardized examinations.

## Element 3

*DRL: "Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, EOLA will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter."*

*DRL: "If EOLA does not test with the District, EOLA hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school."*

*Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year."*

## ELEMENT 3: OUTCOME MEASUREMENT

*Governing Law: California Education Code 47605(b) (5) (C).*

*The method by which pupil progress in meeting those pupil outcomes is to be measured.*

EOLA's academic program is standards-based and data driven. The California State content and performance standards and multiple sources of data form the basis of the School's teaching and evaluation. We also measure non-academic areas such as student attendance rates. The Measurable Pupil Outcomes will be measured using the following assumptions and in the following ways:

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Core Subject Areas	English Language Arts	Pre Assessment Reading assessments Writing assessments Exhibitions Ongoing content assessments ILP as needed	SBAC SRI CELDT ELPAC
	Mathematics	Pre Assessments Assessments Ongoing content assessments ILP as needed	SBAC SRM
	Social Studies	Ongoing content assessments	SBAC where applicable
	Science	Ongoing content assessments	NGSS / SBAC where applicable
	Health	Ongoing content assessments	CA physical fitness test
Non-Core Subject Area	Leadership	Participation in student led activities	
	Arts	Ongoing content assessments Ongoing portfolio assessments Exhibitions	

### Use and Reporting of Data

EOLA will send student assessment results to parents after each nine-week session. EOLA will send student academic progress reports to families every five weeks.

EOLA will distribute a satisfaction survey to all families and legal guardians of students. It will be the formal means of collecting information on the effectiveness of school outreach and information dissemination, while providing the opportunity for families to express their views on the EOLA educational experience. EOLA will be accountable to multiple constituencies: students and their families, its Board of Trustees, OUSD, and the California State Department of Education. Accountability to each of these constituencies includes fiscal and academic performance. EOLA will complete SARC report annually that will contain student achievement data disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Pupil Outcome Goals	Assessment
1. Students will maintain a high attendance rate	An attendance rate of at least 95% will be met by EOLA annually, as reported to the District and the state.
2. Student test scores in ELA will increase	Students will strive to increase yearly performance in

	ELA on SBAC and SRI.
3. Student test scores in Math will increase	Students will strive to increase yearly performance in Math on SBAC and SRM.
4. EL learners will show yearly progress	EL learners will strive to increase yearly performance on CELDT/ELPAC.

“If East Oakland Leadership Academy does not test (i.e., SBAC) with the District, East Oakland Leadership Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”

#### **Element 4**

*DRL: “As an independent charter school, EOLA, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of EOLA.*

*EOLA shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.*

*Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.*

*The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).*

#### **LEGAL AND POLICY COMPLIANCE**

*Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.*

*Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.*

*Charter School shall comply with the Brown Act and the Public Records Act.*



## NOTIFICATION OF THE DISTRICT

*Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.*

## STUDENT RECORDS

*Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.*

*DRL: "EOLA acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including EOLA to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at EOLA and of the District. EOLA further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that EOLA does not have that EOLA needs in order to meet its obligations, the District shall provide the same to EOLA in a reasonably timely manner upon request under Education Code section 47604.3."*

*DRL: "EOLA will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."*

*DRL: "EOLA in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. EOLA acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of EOLA it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by EOLA by law or charter provisions."*

*DRL: "Members of EOLA's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.*

*EOLA and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."*

*DRL: "To the extent that EOLA is a recipient of federal funds, including federal Title I, Part A funds, EOLA has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. EOLA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.*

*EOLA also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."*

#### **ELEMENT 4: GOVERNANCE STRUCTURE**

*Governing Law: California Education Code 47605(b) (5) (D).*

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*

EOLA will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

EOLA will comply with all applicable federal, state and local laws. EOLA agrees to voluntarily comply with the Ralph M. Brown Act, The Political reform Act and California Public Records Act.

EOLA will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability and other insurance.

As provided for in the California Corporations Code, the School will be governed by a Board of Trustees whose members have a legal fiduciary responsibility for the well-being of the organization.

This Board of Trustees is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members have, among other things, experience in education, business, technology, facilities, leadership development, and organizational development. The Board of



Trustees will yearly attend a board training opportunity. A list of our board members is included in the Appendix along with our Bylaws and Articles of Incorporation.

Consistent with the California Corporations Code, initial board members were selected by the incorporator and then selected by a nominating committee. Board members' size and composition will be increased as allowed under the law, and additional members will be added with additional experience in the areas of educational assessment, facilities, fundraising, and leadership development, among other things. EOLA Bylaws also provide for a parent member on the Board of Trustees. The Board encourages parents' voices and community involvement. Our monthly meetings are open to the public.

The Board of Trustees will be responsible for:

- The general policies of the School;
- Approving and monitoring the School's annual budget;
- Receipt of funds for the operation of the School in accordance with the charter school laws;
- Solicitation and receipt of grants and donations consistent with the mission of EOLA
- Overseeing the sound operation of a hiring system,
- Approving the School's personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees; and
- Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws or this charter necessary to ensure the proper operation of EOLA.

To the extent allowable by law, the Board of Trustees may delegate the implementation of its duties to the employees of the organization or other responsible parties. As allowed by the Charter School Act, the charter authorizer may appoint a designee on the EOLA's Board of Trustees.

## **Compliance**

"East Oakland Leadership Academy will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change."

"East Oakland Leadership Academy, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records from the District and shall consult with the District regarding any such inquiries. East Oakland Leadership Academy acknowledges that it is subject to audit by OUSD. If OUSD seeks an audit of East Oakland Leadership Academy it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by East Oakland Leadership Academy by law or charter provisions."

"Members of East Oakland Leadership Academy's Governing Board, any administrators, managers or employees, and any other committees of the school shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. East Oakland Leadership Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."

## **Element 5**

### *DRL: "EQUAL EMPLOYMENT OPPORTUNITY*

*Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.*

### *ESEA/ ESSA AND CREDENTIALING REQUIREMENTS*

*Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.*

*As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."*

### *OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING*

*Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.*

### *EMPLOYMENT OF FELONS*

*The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.*

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

*Governing Law: California Education Code 47605(b) (5) (E).*

*The qualifications to be met by individuals to be employed by the school.*

EOLA will recruit professional, effective and qualified personnel to serve in administrative, instructional support and non-instructional support capacities. All of the School's employees play a key role in creating a positive school culture and effective learning environment. EOLA will conduct fingerprint background checks on all employee candidates and all teachers and staff will meet the legal requirements for employment, including relevant credentialing requirements.

### **Teacher Qualifications**

EOLA seeks to hire the finest teachers available who are committed to our mission and vision. The most important qualifications for teachers are: (1) expertise in his or her discipline, (2) demonstrable effectiveness in teaching diverse youth, (3) being collegial and a team player, (4) willingness to take responsibility for the school as a whole, and (5) possessing a teacher credential when required by law.

### **School Leadership**

The leadership team at EOLA is broken down into a clear structure to optimize communication and effectiveness between our administration, faculty, and staff. The positions include Principal, Vice Principal, Art Director, Office administrator and our Guidance Counseling is a spilt, by grade level, into two positions: K-4 and 5-8. Additional staff positions include Academic Technology support, After school program Lead Coordinator, Afterschool Aide, Facilities and Custodial Manager.

### **Professional Development**

EOLA believes that it is possible to attract and retain talented teachers by sharing an exciting vision committed to excellence and creating a professional environment where staff can learn and grow along with their students. To that end, EOLA invests heavily in professional development for our staff. All teachers participate in extensive professional development prior and throughout each school year. This includes yearly summer institute training, which includes: classroom management, college and career preparation, common core lesson planning, EL strategies. Staff recruitment includes using educational resources like EDJOIN, attending recruitment fairs, and contacting University credentialing programs. EOLA promotes professional advancement by recruiting from internally first.

EOLA will recruit professional, effective and qualified personnel to serve in administrative, instructional support and non-instructional support capacities. All of the school's employees play a key role in creating a positive school culture and effective learning environment. EOLA will conduct fingerprint background checks on all employee candidates and all teachers and staff will meet the legal requirements for employment, including relevant credentialing requirements.

## Element 6

### DRL: "HEALTH, SAFETY AND EMERGENCY PLAN

*Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.*

*Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.*

*Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).*

*Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).*

*Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.*

*Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.*

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

*Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.*

### CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

*Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.*

*Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any*



*contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.*

*Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.*

#### *IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS*

*Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.*

*Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.*

#### *SAFE PLACE TO LEARN ACT*

*Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.*

#### *COMPETITIVE ATHLETICS*

*Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers.*

#### *GUN-FREE SCHOOLS ACT*

*Charter School shall comply with the federal Gun-Free Schools Act.*

#### *TOBACCO USE PREVENTION*

*Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495."*

#### *SUICIDE PREVENTION POLICY (GRADES 7-12)*

*Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.*



## TRANSPORTATION

*The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.*

## DATA PRIVACY

*Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.*

*Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.*

## ELEMENT 6: HEALTH AND SAFETY

*Governing Law: California Education Code 47605(b) (5) (F).*

*The procedures the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.*

East Oakland Leadership Academy Charter School has adopted and will continue to implement a comprehensive set of health, safety, and risk management policies. These policies address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
  - Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
  - Policies relating to contacting family members in case of an emergency
  - Policies relating to preventing contact with blood-borne pathogens and other communicable diseases.
  - A policy requiring that instructional and administrative staff receive training in emergency response, including CPR and First Aid.
  - Policies relating to the administration of prescription drugs and other medicines.
  - A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
  - A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
  - A requirement that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).

These policies will be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Trustees and by the faculty and staff on a yearly basis during the professional development institute.

"East Oakland Leadership Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan."

## **ELEMENT 7: RACIAL AND ETHNIC BALANCE**

### **Means to Achieve Racial and Ethnic Balance of District**

*Governing Law:* California Education Code 47605(b) (5) (G).

*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

EOLA will strive to ensure that the student population at the school is reflective of Oakland. The outreach and monitoring efforts will include, among other things:

- An application and enrollment process that allows for broad-based recruiting and is prominently displayed on the school's website and at the school's campus
- Development of promotional and informational materials that are distributed to a broad range of community groups and agencies.
- School tours are available for prospective families
- A calendar of events, tours and Open Houses that are consistent from year to year so the community is familiar with EOLA patterns
- Making available translated materials and translation services for non-English speaking communities.

## **Element 8**

### *DRL: "DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES*

*Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.*

### *HOMELESS AND FOSTER YOUTH*

*Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.*

### *NON-DISCRIMINATION*

*Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.*

*Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.*

### **PARENT ENGAGEMENT**

*Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School."*

### **ELEMENT 8: ADMISSIONS REQUIREMENTS**

*Governing Law: California Education Code 47605(b) (5) (D).  
Admission requirement if applicable.*

EOLA is committed to maintaining a diverse student body. To attain our vision of a racially and economically diverse student population, including traditionally underserved students, we use a multi-part enrollment process to reach out to inner-city families.

First, we will recruit from our existing families whose children attend East Oakland Leadership Academy (K-8). This population exerts considerable effort recruiting students from inner-city middle schools and community student programs. Second, if the number of students interested in attending EOLA exceeds the school's capacity, admission is determined by a combination of lawful preferences. Admission Requirements are as follows:

- The applicant family must submit an application form provided by the school
- The applicant family must sign a document stating that they have read the introductory materials provided to them as part of the enrollment process
- At least one responsible adult member of the applicant family must attend an orientation meeting

As stated in the core principles, East Oakland Leadership Academy is committed to building a community of lifelong learners, representing the diversity of Oakland, and providing educational opportunities to the underserved urban students of Oakland. To reflect these values, admission to EOLA shall be granted in the following order of preference and according to the following rationale:

- Students who are currently enrolled (to ensure educational continuity)

- Siblings of enrolled and admitted students
- Children of EOLA staff not to exceed 10% of total school enrollment
- Students from academically low performing schools within OUSD
- Other prospective students residing within OUSD boundaries
- All other applicants

As indicated previously, EOLA will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or disability.

Subject to further refinement and adjustment, the timeline for student enrollment applications shall be similar to that of OUSD.

April–June

Extensive student outreach

June

Deadline for student applications

Student enrollment determined (by a combination of lawful preferences).

Students notified of enrollment/wait list status.

July

Parent of student accept or reject enrollment.

Incoming Class is finalized.

Orientation Letters sent regarding EOLA's dates and School policies

August

Welcoming letter sent to families introducing Director and details regarding EOLA, general information and school opening.

East Oakland Leadership Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

As part of the Fall Information Update, East Oakland Leadership Academy will notify the District in writing of the application deadline and proposed lottery date. East Oakland Leadership Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”

EOLA will assure that

- \* the process will be public, transparent, and fair
- \* event will be held in a public space large enough to accommodate all interested
- \* an uninterested party charged with conducting the process
- \* parents do not have to be present to participate
- \* details about the process itself, including how weightings and exemptions will be handled will be made public
- \* notification to parents and timeline for accepting spot will be given

## Element 9

*DRL: "In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;*

- o On or before July 1, an annual update required pursuant to Section 47606.5.*
- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – Preliminary Budget for Subsequent Year"*

## ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

*Governing Law: California Education Code 47605(b) (5) (I).*

*The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

### Audits

An annual independent financial audit will be conducted by a certified public accountant with educational finance experience that is listed as approved by the State Controller, and will use generally accepted accounting principles. The Board or designee of EOLA will be responsible for contracting and overseeing the independent audit, and EOLA will provide the audit to the State Controller, OUSD the State Superintendent and the Department of Education by OUSD/State designated date of the following school year. EOLA Treasurer and/or Chief Financial Officer will resolve audit exceptions and deficiencies in a timely fashion. The Board of Trustees and EOLA will develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

Our most recent audit can be found in Appendix.

"To the extent that East Oakland Leadership Academy is a recipient of federal funds, including federal Title I, Part A funds, East Oakland Leadership Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESSA and other applicable federal grant programs. East Oakland Leadership Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not the limited to, the following:



- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

East Oakland Leadership Academy also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”

“The District may charge for the actual costs of supervisorial 63 oversight of East Oakland Leadership Academy not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if East Oakland Leadership Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.”

## **ELEMENT 10: STUDENT SUSPENSION AND EXPULSION**

*Governing Law:* California Education Code 47605(b) (5) (J).  
*The procedures by which pupils can be suspended or expelled.*

The overall goal of discipline at East Oakland Leadership Academy Charter School is to develop the habits of self-motivated, competent, lifelong learners that include:

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.
- Awareness of responsibility to community.

The East Oakland Leadership Academy Charter School has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in the school’s Student-Family Handbook and clearly describe the school’s expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will be introduced to the school’s discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

As appropriate, students will be given modifications and appropriate consequences for behavior violations. If a student demonstrates a frequency and/or pattern of violating school behavior expectations, additional resources, strategies, and personnel will be progressively applied in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful environment.

If necessary, students will be suspended from class while remaining on campus. Suspensions where a student is required to stay home will be used in cases when the safety of the student or others is in question. The school director may, pursuant to the school’s adopted discipline policies, ultimately suspend or expel students who fail to comply with the terms of the student policies.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school’s Board of Directors upon recommendation of the School Director. The school’s policies in the Student-Family Handbook clearly define the infraction students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student

due process rights and students with exceptional needs. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual programmatic audit.

“East Oakland Leadership Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves East Oakland Leadership Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. East Oakland Leadership Academy shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).”

“In the case of a special education student, or a student who receives 504 accommodations, East Oakland Leadership Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.”

## **ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS**

*Governing Law: California Education Code Section 47605 (b) (5) (K)*

*The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.*

East Oakland Leadership Academy faculty and staff will participate in the federal social security system.

## **Element 12**

*DRL: “Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.*

*DRL: “Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”*

## **ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES**

*Governing Law: California Education Code 47605(b) (5) (L).*

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

No students may be required to attend EOLA. EOLA is a school of choice. Students who opt not to attend or transfer from EOLA may attend other district schools if allowed by the district or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of the district or county of residence. The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrolling in the charter school, except to the extent that such a right is extended by the local educational agency. Parents must be notified of the acceptability of credit for transferring into or out of the school.

### **ELEMENT 13: RETURN RIGHTS OF DISTRICT EMPLOYEES**

*Governing Law - Education Code Section 47605(b)(5)(M).*

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

No employee shall be required to work at EOLA. EOLA is a school of choice. EOLA has the right to hire and not rehire staff, without regard to seniority. All staff will be given annual contracts and will work under Personnel Policies formulated by the East Oakland Leadership Academy Governance Board.

East Oakland Leadership Academy Staff who are employees of the charter school and who were not previous employees of the OUSD have no return rights by virtue of this charter. Return rights of employees of the East Oakland Leadership Academy who previously were employees of the OUSD may return to the District pursuant to the District's leave, transfer, and assignment policies. Thus, there is no guarantee of return by virtue of this charter, and the issue of return rights is a matter of negotiation between the OUSD and the employee, as keeping with the District's policies. Employment at the Charter School is voluntary.

### **ELEMENT 14: DISPUTE RESOLUTION**

*Governing Law: California Education Code 47605(b) (5) (N).*

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.*

#### **Disputes between EOLA and the OUSD**

In the event that a dispute between EOLA and the OUSD does arise, the following process may be followed:

- EOLA's Director, along with any other school staff he/she deems appropriate, would ask to meet with District representative according to processes that could be established in a Memorandum of Understanding.
- If this meeting fails to resolve the dispute, then the matter would be brought to the District Superintendent for resolution.

#### **Disputes Arising from Within the School**

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school Board of Directors.

East Oakland Leadership Academy will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. East Oakland Leadership Academy will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

East Oakland Leadership Academy will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with East Oakland Leadership Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. East Oakland Leadership Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

East Oakland Leadership Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

East Oakland Leadership Academy will implement specific and continuing steps to notify applicants for admission and employment, 59 students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."

"The staff and Governing Board members of East Oakland Leadership Academy agree to attempt to resolve all disputes between the District and East Oakland Leadership Academy regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and East Oakland Leadership Academy, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written 60 notices shall be addressed as follows:

To Charter School, c/o School Director:  
East Oakland Leadership Academy



To Coordinator,  
Office of Charter Schools:  
1000 Broadway, Suite 639  
Oakland, California 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

## Element 15

### DRL: "REVOCATION OF THE CHARTER"

*The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:*

- *Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- *Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- *Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Charter School violated any provision of law.*

*Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and*



*imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.*

*Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.*

#### *CLOSURE ACTION*

*The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses or is surrendered.*

#### *CLOSURE PROCEDURES*

*The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.*

##### *Designation of Responsible Person(s) and Funding of Closure*

*Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.*

##### *Notification of Closure Action*

*Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:*

- 1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*
- 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*

4. *The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*

5. *The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.*

6. *The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.*

7. *Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.*

8. *All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.*

*Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:*

1. *The effective date of the closure of Charter School*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The students' school districts of residence*
4. *How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

*In addition to the four required items above, notification of the CDE shall also include:*

1. *A description of the circumstances of the closure*
2. *The location of student and personnel records*

*In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:*

1. *Information on how to enroll or transfer the student to an appropriate school*
2. *A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*

3. *Information on student completion of college entrance requirements, for all high school students affected by the closure*

*Notification of employees and vendors shall include:*

1. *The effective date of the closure of Charter School*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment*

*Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.*

#### *Records Retention and Transfer*

*Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:*

1. *Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.*
2. *Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.*
3. *Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.*
4. *Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.*
5. *Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### *Financial Close-Out*

*After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.*

*Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:*

1. *An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.*
2. *An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.*
3. *An assessment of the disposition of any restricted funds received by or due to Charter School.*

*This audit may serve as Charter School's annual audit.*

*Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.*

*Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:*



1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

*These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.*

*For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.*

#### *Disposition of Liabilities and Assets*

*The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:*

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

*If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.*

*Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.*



*Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.*

*Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.*

*Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:*

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*
- c. Make final federal tax payments (employee taxes, etc.)*
- d. File its final withholding tax return (Treasury Form 165).*
- e. File its final return with the IRS (Form 990 and Schedule).*

*This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."*

## **REQUIRED NOTIFICATION TO DISTRICT**

*Add the following text and remove any text to the contrary:*

*DRL: EOLA shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves EOLA without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. EOLA shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."*

*EOLA shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the [CHARTER SCHOOL] under its disciplinary procedure, as an "expulsion" under the Education Code."*

*Add the following text and remove any text to the contrary:*

*"In the case of a special education student, or a student who receives 504 accommodations, EOLA will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."*

## **FACILITIES**

*Add the following text and remove any text to the contrary:*

*DRL: "If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.*

*Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.*

*Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.*

*For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered*



*by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.*

*Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.*

*In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).*

*The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:*

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.*
- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*
- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*
- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*
  - (i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional*

program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) *Pro Rata Share:* The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) *Taxes; Assessments:* Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- *Maintenance & Operations Services:* In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) *Co-Location:* If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) *Sole Occupant:* If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- *Real Property Insurance:* Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for

*the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.*

#### *Non-District-Owned Facilities*

*Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.*

*Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.*

*Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.*

*Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.*

*DRL: "If EOLA fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If*



Charter School moves or expands to another facility during the term of this charter, Charter School] shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”

## **ADMINISTRATIVE SERVICES**

*DRL: “The District may charge for the actual costs of supervisory oversight of EOLA not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if EOLA is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”*

## **DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS**

*DRL: “EOLA agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:*

- *EOLA is subject to District oversight.*
- *The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of EOLA.*
- *The District is authorized to revoke this charter for, among other reasons, the failure of EOLA to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

*Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit EOLA books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:*

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school’s debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,*

- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

*EOLA shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to EOLA. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.*

*In addition, if an allegation of waste, fraud or abuse related to EOLA operations is received by the District, EOLA shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by EOLA by law or charter provisions."*

### **FISCAL MATTERS**

*DRL: "Cash Reserves*

*Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.*

*Third Party Contracts*

*Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.*

*Special Education Revenue Adjustment/Payment for Services*

*In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.*

*Audit and Inspection of Records*

*Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:*

- *Charter School is subject to District oversight.*
- *The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*
- *The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

*Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:*

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of Charter School's financial information,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

*Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.*

#### *Internal Fiscal Controls*

*Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.*

#### *Apportionment Eligibility for Students Over 19 Years of Age*

*Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)*

#### *Local Control and Accountability Plan*

*In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)*

*EOLA shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes."*

## **ELEMENT 15: PROCEDURES FOR CLOSING**

EOLA will comply with all requirements under Title 5 California Code of Regulations Sections 11962 and 11962.1 applicable to charter school closure.

*Governing Law:* A description of the procedures to be used if the charter school closes—California Education Code Section 47605(b) (5) (p)

In the event of closure or dissolution of EOLA, the Board of Trustees will refer to the Director the management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school. Reserve funds will pay for the closure activities. Families of children enrolled in EOLA will be informed. A list of all students attending EOLA will be forwarded to the Oakland Unified School District.

EOLA will forward student records to the students' district of residency and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of EOLA, after satisfaction of outstanding debts, shall be transferred to another charter school within OUSD or in accordance with the Articles of Incorporation and By-laws of the school.

### **Documentation of Closure Action**

The decision to close a charter school, for any reason, will be documented by an official action of the governing board of the charter authorizing entity. This will also be supported by an action of the charter school's governing board. The action will identify the reason for the school's closure.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closures will occur at the end of an academic year. Mid-year school closures should be avoided if possible, and the charter school and charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

### **Notification to Receiving Districts**

The charter school or authorizing entity will notify any school district that may be responsible for providing education services to the former students of the charter school so that the receiving district(s) may assist in facilitating student transfers.

### **Student and School Records Retention and Transfer**

EOLA and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. The charter school and/or authorizing entity will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records. The authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

### **Financial Close-Out**

EOLA and/or its authorizing entity will have an independent audit of the charter school completed within six (6) months after the closure of the school. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the charter school. The assessment should include an accounting of all charter school assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the charter school. The cost of the audit may be considered a liability of the charter school.

In addition to a final audit, the charter school will submit any required year-end financial reports to the CDE and the authorizing entity in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

### **Dissolution of Assets**

Upon completion of the closeout audit the authorizing entity and the charter school will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the charter school.

To the extent feasible, any assets of the charter school will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, should be returned to their source. Net assets of the charter school may be transferred to the authorizing entity. However, the net assets may be transferred to another public agency such as another public charter school.

## **MISCELLANEOUS CLAUSES**

### **District Impact Report**

#### ***Facilities***

*Governing Law:* The description of the type and potential location of the facility to be used by the charter school.— Education Code Section 47605(g).

EOLA will be located at 2614 Seminary Ave., Oakland, California.



## ***Administrative Services***

*Governing Law:* The manner in which administrative services of the School are to be provided.—California Education Code Section 47605(g).

East Oakland Leadership Academy has an experienced administrative staff that is responsible for services such as payroll, accounting, and purchasing. East Oakland Leadership Academy is responsible for its personnel salary and benefits, and other costs. No administrative services will be provided by OUSD.

## ***Potential Civil Liability Effects***

East Oakland Leadership Academy, a 501 (c) (3) nonprofit corporation, is responsible for all matters of civil and financial liability resulting from operation of the school. OUSD will not be liable for EOLA's debts or obligations, and the school will hold OUSD harmless from all matters of liability for its operation under this charter. EOLA will be responsible for its own costs and attorney's fees during its operation under the charter, and will be fully liable for such costs, including those that extend beyond the term of the charter that results from any claims associated with the school.

EOLA assumes these responsibilities and will purchase and maintain as general liability, property, workers' compensation, and unemployment insurance. Insurance coverage will meet industry standards and amounts set forth in a certificate of insurance and other documents satisfactory to the District Risk Manager. EOLA will be responsible for claims resulting from its operation that are made during or after the existence of the charter school.

The school will be responsible for all supplies and equipment purchased. In the event of loss by fire, disaster, or theft, OUSD will have no responsibility for such items. Further, OUSD will have no responsibility for the losses of student and staff property for any reason, and will hold the district harmless from any such losses.

"East Oakland Leadership Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- East Oakland Leadership Academy is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of East Oakland Leadership Academy.
- The District is authorized to revoke this charter for, among other reasons, the failure of East Oakland Leadership Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit East Oakland Leadership Academy books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter
- Internal controls, both financial and operational in nature
- The accuracy, recording and/or reporting of school financial information
- The school's debt structure
- Governance policies, procedures and history
- The recording and reporting of attendance data
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements.

East Oakland Leadership Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to East Oakland Leadership Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to East Oakland Leadership Academy operations is received by the District, East Oakland Leadership Academy shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by East Oakland Leadership Academy by law or charter provisions."

## **Public Records**

"East Oakland Leadership Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including East Oakland Leadership Academy to provide certain information in certain formats in certain ways to the general public and specifically 57 to parents of students at East Oakland Leadership Academy and of the District. East Oakland Leadership Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that East Oakland Leadership Academy does not have that East Oakland Leadership Academy needs in order to meet its obligations, the District shall provide the same to East Oakland Leadership Academy in a reasonably timely manner upon request."

## **External Reporting**

"East Oakland Leadership Academy will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."

## **Miscellaneous Charter Related Issues**

"East Oakland Leadership Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools..."

"The District may revoke the charter of East Oakland Leadership Academy in accordance with Education Code Section 47607 any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters."

With the exception of services performed by OUSD in providing oversight to EOLA as defined by Education Code Section 47604.32, all charter-requested services from OUSD will be on a pay-for-service basis.

In accordance with Education Code 47613, the chartering agency may charge for the actual costs of oversight of the EOLA charter school not to exceed one percent of the revenue of the charter school. For purposes of this charter, "revenue of the charter school" means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, EOLA may request OUSD services on a pay-for-service basis.

The school will report daily attendance requirements to OUSD in a format acceptable to the district and state. Required reports regarding daily attendance will be completed and submitted to requesting agencies. Budget allocation and vendor selection will be the responsibility of the Board of Trustees with substantial input from the Director. The Director will develop all budget proposals and have latitude in determining how funds are best used within budget categories. The Board of Trustees may delegate authority to the Director to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Board of Trustees

will work with Click Books for payroll services and to ensure compliance with state financial accounting procedures.

Financial statements such as a balance sheet, income statement, and statement of cash flow will be prepared by the Director. Financial statements will be accessible to the independent auditor, school officers, OUSD, families of EOLA students and any Board of Trustees members who want to assess the school's financial condition. In addition, EOLA will submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, County Superintendent of Schools, and the Oakland Unified School District by designated dates.

"If East Oakland Leadership Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If East Oakland Leadership Academy moves or expands to another facility during the term of this charter, East Oakland Leadership Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610 for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. East Oakland Leadership Academy shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."

## CONCLUSION

The Board, staff, administration, and parents of East Oakland Leadership Academy are proud of the progress the school has made and continuous to make. In accordance with its original charter, the school has also successfully created a community in which parents participate regularly, and both parents and students are excited about the learning program. Parents are satisfied with the school across a broad range of parameters, and make an effort to ensure that their children are in attendance. Interest in the school increases each year as evidenced by growing enrollment.

East Oakland Leadership Academy (EOLA) is an effective, viable organization because:

- EOLA has met the requirements for charter renewal.
- EOLA provides a safe environment conducive to learning with a five-year lease
- EOLA is fiscally sound and managed by Vogel & Associates and Vicente, Lloyd & Stutzman accounting firm
- EOLA provides a proven successful academic program in which all children succeed
- EOLA has a responsible and effective board of directors

**East Oakland Leadership Academy (EOLA)'s charter should be renewed for five years.**

## REQUIRED AFFIRMATIONS

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for East Oakland Leadership Academy, to be located in Oakland, California, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school and further I understand that if awarded a charter, the school will:

- Meet all statewide standards and conduct the student assessments required, pursuant to education Code §60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]



- Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(6)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other equivalent document which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- §47605 (d)(3): If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.
- At all times maintain all necessary and appropriate insurance coverage.
- Follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Admit all California students who wish to enroll in the School without regard to the residence of the pupil subject only to the capacity of the School.